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ABSTRACT

These 12 journal issues include articles on the following topics: cultural effects on learning and teaching English in Vietnam; a student guide to plagiarism; getting a master's degree in TEST at Temple University Japan; getting organized in Japan; conference reports; a discourse pattern for teaching the reminiscence story; student controlled learning; contagious storytelling; fairy tales and language learning; resources about storytelling; a study of attitudes and apathy in university students studying English; a model of SLA and its andragogical implications in teaching EFL to young Japanese adults; culture teaching and learning; a study of the application of phonics teaching in junior high school English classes in Japan; a comparison of Japanese and English suprasegmental pronunciation as an aid to raising learner awareness; reflective teaching through diary studies; biracials and bullying; the 2002 World Cup Korea/Japan; beliefs and professional identity; development of bicultural identities; identity formation through language learning; young Japanese women writing their life in English; acquiring a second dialect and social identity in Gunma, Japan; foundations for second language reading instruction; teacher talk in elementary English classrooms; ELT textbook rubrics; teaching ESL; developing reflective practice; developing visual literacy for the 21st century; collaborating with students; combining multimedia and classroom activities; training Japanese elementary teachers; the problem of possession; considerations for securing an English teaching position at a Japanese university; CALL in Japan; an elementary English partial immersion program; Japanese language education at the university level; becoming global

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citizens; learning listening comprehension skills in English; a corporate English program; a study on attitudes and motivations toward learning English of newly enrolled student nurses; extensive reading; implementing oral communication classes in upper secondary schools; interpersonal aspects of English in Japanese high school oral English textbooks; and what to know in Japan about short-term English study abroad. (SM)

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2 **Cultural Effects on Learning and Teaching English in Vietnam**
Nguyen Thi Hoai An

7 **敬語を使うことで伝わる「丁寧さ」と日本語教育**
鶴田庸子

11 **A Student Guide to Plagiarism**
Laura MacGregor

17 **Getting Qualified in TESL: A Guide to Getting a Masters Degree at Temple University Japan**
Paul Hackshaw

21 **Getting Organised in Japan**
Susan Carbery

23 ***PAC3 at JALT2001 Conference Report:* Thanks, Kitakyushu!**
Malcolm Swanson

1

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As you all know, life is change, and a new year brings us new students, new classes, and sometimes new jobs. *The Language Teacher* is also changing. While I am staying on as *TLT* co-editor, **Malcolm Swanson** is taking a well-deserved break. Malcolm was a well of ideas that never ran dry and he will be sorely missed. We hope that he keeps his promise to stay on and help with special *TLT* and JALT publication projects.

Malcolm is being replaced by **Scott Gardner**. Scott started proofreading for *The Language Teacher* three years ago, and has worked his way up, editing the My Share column for a year. His skills in editing and proofing along with his energy will help to further improve this journal. Scott will be taking charge of a new column, Readers' Forum, which consists of informative essays of up to 2,500 words. We have two such essays for this issue: **Laura MacGregor** writes about plagiarism and provides a guide to help both teachers and students who are new to academic writing. **Paul Hackshaw** then discusses the issue of getting higher qualifications in TESL, answering some of the questions that teachers might have about continuing their education.

Our first featured article, which comes to us from Vietnam, is by **Nguyen Thi Hoai An**, who discusses the need to better understand teachers' and learners' attitudes concerning English education. Secondly, **Tsuruta Yoko**, in a Japanese article, looks at teaching the sociolinguistic aspects of Japanese honorifics. Finally, we have a working paper by **Susan Carbery**, with tips on how foreigners can join a teachers' union in Japan and how unions can benefit them.

Thus, as always, we believe that we have something for everyone in this issue. It is our hope that it will not only inform but also inspire you to start new practices, establish new values, and initiate your own research, to help bring about more change.

Robert W. Long III
Co-Editor

皆さんもよくご存じのように、人生は移り変わり、新しい年は私たちに新しい学生、クラス、そして時には新しい仕事をもたらしてくれます。The Language Teacherもまた変わろうとしています。私がTLTの共同編集者をしている間、Malcolm Swansonは休暇を取ることになりました。Malcolmは枯れることのない井戸のように、次々とアイデアを出してくれました。私たちは、彼がTLTとJALTの出版プロジェクトを支援し続けるという約束をきっと守ってくれることを期待しております。

Malcolmの担当は、Scott Gardnerが担当いたします。Scottは3年前にTLTの校正担当を引き受け、その後1年間My Share コラムの編集を行ってきました。彼の熱意と編集と校正の技術により、今後この雑誌は向上し続けることでしょう。Scottは、Readers' forumの担当も行います。これは、2,500語のエッセイです。今月号では、このようなエッセイを二つ掲載しています。Laura MacGregorは剽窃に関してのエッセイを寄稿しており、アカデミック・ライティングに不慣れな学生や教師の助けとなるガイドを提供しています。Paul HackshawはTESLにおけるより高い学位取得について議論し、それを希望する教師が抱くいくつかの疑問に対して回答を示しています。

今月号最初の論文は、ベトナムのNguyen Thi Hoai Anからの寄稿で、教師と学習者の英語教育に関連する態度をよりよく理解することについて議論を展開しています。次に、鶴田庸子の日本語論文では、日本語の敬意表現の社会言語学的な面の指導に目を向けています。最後のSusan Carberyの論文では、いかに外国人が日本の教師労働組合に加わり、それによりどのような効果があるかについて述べています。

いつもと同じように、私たちはこの号で読者の皆さんに「何か」を与えられると信じております。情報を与えるだけではなく、新しい実践や新しい価値の構築、そして皆さんが研究を始める変化のきっかけとなれば、と期待しています。

contents

features

2 Cultural Effects on Learning and Teaching English in Vietnam
7 Politeness communicated through use of respect language and Japanese language education

readers' forum

11 A Student Guide to Plagiarism
17 Getting Qualified in TESL

working papers

21 Getting Organised in Japan

conference report

23 Thanks, Kitakyushu!

a chapter in your life

27 Small but Vibrant Kagoshima

my share

29 Culture by Colors and Numbers
30 Building Vocabulary:
31 Examining Australian and Japanese Stereotypes
33 Hi-Tech Writing Tip

off the presses

35 Thompson Learning

departments

38 Book Reviews
39 Recently Received
39 JALT News
40 SIG News
43 SIG Contacts
43 Chapter Reports
45 Chapter Meetings
46 Chapter Contacts
47 Job Information Center
49 Bulletin Board
49 Calls for Participation
49 Other Announcements
50 Submissions
51 Staff List
10 Advertiser Index

HAPPY

NEW YEAR!

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Nguyen Thi Hoai An
Studies of South East Asian Ministers of Education Organisation (SEAMEO)

Cultural Effects on Learning and Teaching English in Vietnam

本論はベトナムにおける英語教育を概観する。ベトナム文化が特に教室での学習者と教師との関わりに与えている影響の解釈を試みる。伝統的な教授法が社会階層と調和している環境では、外国語教育の新しい動向は、一部では支持されているが、多くの人にとっては対立の原因になっているのである。

Since 1986, when the open-door policy and *doi moi* began to be applied in Vietnam, the country and its people have witnessed significant changes in many aspects of their lives. People from other countries started to come in with investments. The presence of multinationals in Vietnam, in particular, has created an appetite for learning English. So, after suffering years of neglect, English has regained its position of importance from Russian and French. English schools and centres have been mushrooming all over the country, especially in Ho Chi Minh City, the most populated city in Vietnam.

In the light of globalisation, language and culture cannot be separate from our daily lives (Maley, 1996). It is also undeniable that language plays an essential role in the perpetuation of culture (Kramsch, 2000). Therefore, this survey is designed to provide an overview of how cultural factors affect the learning and teaching of English in Vietnam. The influence of Confucianism and more modern philosophies needs to be investigated to get a picture of the classroom culture in which the target language is taught and learnt, as language needs to be understood within the particular context in which it is used (Pennycook, 1997). Because of the policy of the Ministry of Education and Training (MOET), English teaching is exam-oriented, aiming at training students for the two most important exams: high school graduation exams and the National English Exams-A B C for elementary, intermediate, and advanced levels respectively. While high school graduation exams focus on reading comprehension, translation, and grammar use, the National English Exams include not only the above components but also require additional speaking tests, in which candidates are given topics in advance to prepare for presentations. The textbooks used for high school courses are grammar-based, written by groups of Vietnamese authors, while those used for the National English Exams are the *Streamline* English series by Bernard Hartley and Peter Viney. In such circumstances, it is no wonder that the grammar translation method is widely used at the high school level. Universities and private language schools enjoy more freedom in choosing from a wider variety of textbooks and methods, with Oxford University Press as the main publisher and provider.

To elaborate on the current situation of learning and teaching English, I will address two issues concerning the effects of Confucianism: the traditional method of teaching and the implementation of communicative language teaching (CLT). A questionnaire was distributed to 230 learners at different levels studying at language centres, high schools, and universities in Ho Chi Minh City. The aim was to test the hypothesis that because of the effects of Confucianism, Vietnamese learners are passive and dependent on their teachers and their attitudes towards CLT are negative. A similar study was conducted on a smaller scale with 128 teachers in the city at the same time, also to learn about cultural effects on their teaching. The data presented in this article are based on the results from both surveys.

It would be hard to make any wide generalisation in this article because each region in the country has its own unique features in language learning and teaching. However, as Ho Chi Minh City is the centre of culture, education, and commerce, it is possible to collect data from this city to present an overview of the whole environment.

Learners' Attitudes

The Vietnamese people have a long tradition of appreciation of educational achievements. However, Tong (2000) points out that the remaining traditions do not always represent the most beautiful aspects of the people but may contain elements to hinder progress and create inappropriate attitudes toward improvement. One aspect of this tradition is reflected in the hierarchy of both the society and education systems. The highest institute of education is MOET, which decides all the activities of the whole education system. School authorities, teachers, and students have almost no power at all. Their success is usually assessed by the results of exams and passing exams shows their mastery of knowledge. Respect paid to teachers is another piece of evidence of how Confucianism has left its stamp on classroom culture. Phuoc (1975, cited in Ellis, 1995, p. 10) notes that "the Confucian model is teacher-centred, closed, suspicious of creativity, and predicated on an unquestioning obedience from the students." The compulsory book recitation in the old days accounts for the popularity of the translation and grammar method in learning and teaching English today.

Language learning is still generally thought of as a process of accumulating knowledge (Pham, 1999). As Pierson (1996) observes, this situation is similar to that of Hong Kong, where the influence of Chinese traditional learning is strong. In the Hong Kong learning environment, the student is viewed as the passive recipient of knowledge. Out of 230 respondents of the Ho Chi Minh City questionnaire, 94% show a strong interest in learning grammar with their replies falling into the categories of *like* and *like very much* on a scale from one to six. This way of learning a language is mirrored in the way Vietnamese language is being taught to elementary students, who are required to do a great deal of grammar analysis. One common problem of this learning style is that students can do grammar exercises very well but cannot apply grammar usage when they write or speak (Nguyen Ngoc Hai, personal communication, 2001). However, despite a huge and lucrative market of textbooks translated into Vietnamese, 41.3% of respondents state a strong dislike for doing translation.

Ellis (1995) writes that teaching and learning styles are mainly decided by the value orientations of a particular society. He believes that communicative activities, unfamiliar to Vietnamese learners, may not be welcome. Other researchers, such as Le (1999), report that Vietnam is a country where English is taught as a decontextualised subject. These researchers point out that choral repetition is a common practice and learners avoid interrupting, asking for clarification, or challenging each other. In an exam-oriented environment like Vietnam, testing strongly affects learners' motivation and learning styles and because there are no real communicative tests in Vietnam, the learners hardly see the need to carry out communicative activities in class. Le (1999, p. 75) also asserts that providing an opportunity for communicative activities is "unrealistic and impracticable in Vietnamese settings."

So far, it seems that Vietnam is not a hospitable environment for the communicative approach. Nevertheless, a closer look at the situation presents a different view. While it is true that the grammar translation method is considered the basis for English teaching and learning, CLT, since first implemented in the early of 1990s, has gained certain favourable approval. The *doi moi* policy has given the Vietnamese occasions to show that they are open-minded and willing to learn foreign languages (Do, 1999). A strong indication of this tendency is the noticeable increase, from 83% to 94%, of the respondents who say they approve of communicative activities such as pair and group work and problem solving. The opportunities to practise with expatriates and to join English-speaking clubs are welcomed by 95% and 87.9% respectively. This explains why it is quite easy for English native speakers to obtain teaching jobs in the big cities. An expatriate with a degree, though it may not be an EFL degree, is usually paid a much higher salary than an experienced Vietnamese teacher. Large language centres offering courses taught by native speakers charge much more than those where there are no native speakers. Regardless of the quality of teaching, the centres with native English speaking teachers are looked at as a privilege for wealthy students.

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An essential point is that communicative activities are not unfamiliar to the learners at private language schools and universities while it is extremely hard for high school teachers to cover all the items in the curricula and carry out supplementary communicative activities. This difficulty arises partly due to the time allocated to their teaching and partly due to the wish to avoid the noise students may make during an activity as the school should be a place where students keep silent while listening to teachers and copying from the board. So, the fast expansion of the private English language teaching sector has provided opportunities for learners to practise their communicative skills.

> ***The shift toward a new way of learning with more opportunity to use the target language, not only in the classroom but also in reality has brought a livelier atmosphere to learning and teaching English in Vietnam.***

It is also at these private schools and universities that learners can have contact with native speakers of English to develop their receptive and productive skills more effectively. Foreign publishers like Oxford University Press have been beneficial as learners have access to more modern and more communicative resources. English speaking clubs are set up at private language institutes and universities where, with the help of both Vietnamese and expatriate teachers, learners voluntarily come for opportunities to use English in realistic situations. Although Jones (1995) observes that the culture of traditional Vietnamese education insists on quiet and subservient students, in another article, he points out that East Asian students are willing to take part in discussions within groups (Jones, 1995, cited in Littlewood, 1999). From my personal experience, pair and group work creates enough confidence for even weak students to join in following class discussions. This conforms with the concept of individualism and collectivism in the findings of Hofstede (1991). Working in groups to achieve their goals gives Vietnamese learners a supportive relationship while striving for the target language competence.

A common complaint from Vietnamese learners is that their shyness hinders their learning process. The same respondents show that they do want to avoid making themselves conspicuous. This is another indicator of the collectivist feature as the majority of learners do not feel comfortable if they need to use their "I" identity. Before speaking up, individual students want to make sure they have the sanction of their peers. The anxiety of losing face if giving a wrong answer may be the reason for 69.3% feeling shy and very shy when they make mistakes and 46.7% feel the same when they are called on to give their opinions. Besides personality factors that may lead to shyness, students are not trained or encouraged to think independently. In all the subjects they study, they have to follow what they are taught according to the curricula and textbooks prescribed by MOET. Nevertheless, 67.8% of the respondents do not feel shy at all when they are the only one who knows the answer. This is a deviation from the norm and can be interpreted as a sign of risk taking similar to the attitudes of students in Western countries.

The shift toward a new way of learning with more opportunity to use the target language, not only in the classroom but also in reality has brought a livelier atmosphere to learning and teaching English in Vietnam. More language centres inside Ho Chi Minh City now cater to more and more students living in the suburbs. One of the reasons these students go such a long distance for their English studies is because they believe these centres can provide them with more communicative courses (Le Tran Hong Phuc, interview, 2001). The need to use English in actual communicative contexts is beginning to emerge as learners realise that the traditional learning and teaching styles do not help them communicate with foreigners, both native and nonnative speakers of English. "The way English was learned and taught at high school did not help me to speak and understand English at work" (Phuc, interview, 2001).

Development in the society brings forth the demand of using English in the work place, especially in the field of computer and research sciences. It is not uncommon to hear complaints from foreign companies recruiting Vietnamese staff that even candidates who have got the National English certificate level C, the highest level, cannot speak and understand everyday English (Harry Brown, personal communication, 2001). Some months ago, a Singaporean software company wanted to recruit 100 Vietnamese engineers. Out of 1,500 applicants, only three were accepted because the others could not use English while being interviewed (Co Hoi Tim Viec, 2001, p. 15). Such an experience will certainly increase the need to acquire English for communication at work.

Another factor that urges learners to alter their traditional aversion to communicative learning is the annual availability of scholarships. In addition to 4,000 Vietnamese students already in Australia, the Australian Development Scholarship scheme—with US $42.5 million for the 2001-2002 plan (*Vietnam News*, 2001, 3) will certainly contribute to the growing need for enhancement. There are many other institutes in Vietnam donating scholarships and offering similar programmes.

The results of this survey suggest that Vietnamese learners are no longer completely passive. In fact, they enjoy participating in activities that help them to use the language. It may not be the right time to say whether CLT has worked very well with Vietnamese learners. However, the changes cannot be ignored and there is hope for more efficient and effective learners, especially with the increasing need for communicative English.

Teachers' Attitudes

One of the reasons for the popularity of the grammar translation method is that teachers are expected to know all the answers and prescriptive grammar rules are easy to memorise. This is in conformity with Hostede's dimension of uncertainty avoidance. Hofstede (1991) comments that in communities with strong uncertainty-avoidance, learners expect their teachers to know all the answers. The effects of the power-distance relationship between teachers and learners, similar to that in countries with a Confucian cultural inheritance, make learners exclusively dependent on the teachers' excellence (Hofstede, 1991). Such expectations give English teachers in Vietnam the role of enlightening their students or in other words, making learning occur. It is the situation that Wenden (1997, p. 249) states ". . . the teacher is viewed as the 'producer', empowered with the expertise to fulfil their demands and be blamed when learning does not occur." Beside this, other requirements of language teachers in our modern time, which Jaatinen (2001, p.106) describes as a "multidimensional, ambiguous and constantly changing world," force them to face several professional tasks. In the case of English teachers in Vietnam, selecting and applying an appropriate teaching method is not an easy task. Awareness of new concepts in the field of language teaching and learning increases the pressure of enhancing their teaching skills while shouldering their enormous workload.

The results of the teacher survey with 128 respondents present a rather new image of teachers who give their students more respect as individuals. In the classroom family, as the education environment is often viewed, these teachers have opened the door to welcome more communicative activities than just the grammar and translation activities. This could lead to taking each individual's needs into consideration. The teachers are more open-minded to accept that rote learning, though it is still approved by several learners and teachers, is not the best way to learn English. Their classroom activities have reached a more colourful, and hopefully, more effective, phase. Among the respondents are many teachers teaching at high schools "where power distance is stronger than at language centres" (Phuc, interview, 2001). Therefore, the acceptance of disagreement from students (from 85.7% of the respondents) could be interpreted as the first step toward recognition of the learners' independence.

Taking into account the weaknesses in the teacher training system, the limitations of resources, the lack of time for self-development projects, the imposing requirements by MOET, and especially the impact of the traditional method, the recognition and approval these teachers have given to CLT are meaningful. In an attempt to apply a more communicative approach to teaching grammar, the teachers at the Ho Chi Minh City Teachers' Training College have shifted toward the role of facilitators by asking their students to work in groups and give presentations on grammar points. This is to replace lectures and exercises which do not improve grammar usage (Phan Ngoc Dung, interview, 2001).

Another significant aspect is the consent for cooperation among teachers. From the position of a person who gets paramount respect from students and has the right to create his or her exclusive "court," like a king or queen as the familiar comparison is often made, the agreement to exchange experiences is the first step on the long road to improvement. However, the majority state they do not feel very comfortable when observed by their colleagues, 81.2% of 128 respondents. So, exchanging experiences means at meetings or outside their classrooms. This attitude may derive from regular teacher observations that were forced on teachers who had their classes observed and criticised. This was a compulsory step in judging if a teacher could meet the criteria to be entitled "an avant-garde teacher," which resulted in some awards for provision stamps and money. Several teachers viewed the procedure as a means to take control of their work rather than to help them with their profession.

Strong competition among the centres and the need for professional progress have made many teachers take the challenge of teaching courses using textbooks other than *Streamline* (La Truong Duy, personal communication, 2001), the core textbook for nearly all the National English Exams.

While teachers are trying to cope with learners' needs, they realise that feedback from their students is worth taking into account (96.9% of 128 respondents). This means they consider reflection on their teaching is necessary. Exactly 95.5% of the respondents also agree that learners should be helped to become more self-reliant in their own studies. These changes certainly contribute to their teaching English in a more communicative way.

Conclusion

Generally speaking, the Vietnamese education is still heavily influenced by the traditional, grammar-translation centred methods. Although there have been signals of CLT approval, it is not adequate to confirm that CLT is so far the most successful method in Vietnam. However, Larsen-Freeman (1999) remarks that educators themselves should be responsible for making decisions on appropriate methodology, bearing their students' needs in mind. In order to achieve this goal, Vietnamese educators need to carry out improvements in teacher training, curriculum design, and the testing network as soon as possible. Above all, a more open policy and help from MOET would provide both Vietnamese learners and teachers with more beneficial opportunities. Periodic seminars and workshops are requisite measures to promote teachers' collaboration and enhance their teaching skills. In short, there is still a long way to go but it is justifiable to take an optimistic view of learning and teaching English in Vietnam.

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Nguyen Thi Hoai An started teaching EFL in 1976 to high school students. Since 1994 she has been working as a freelance teacher at various state and private universities as well as language centres in Ho Chi Minh City. From her work with University of Cambridge Local Examinations Syndicate (UCLES), first as an Oral Examiner, then as a Consultant and Regional Team Leader (Speaking Tests), Nguyen Thi Hoai An has developed interests in the language testing system in Vietnam. Her concerns for testing also include teaching methodologies and positive backwash effects of testing on teaching and learning English.

Even in the restricted situation of Vietnam, Nguyen Thi Hoai An considers learner autonomy valuable and tries to implement and promote it in her classes. On the teacher education side, her collaboration with her colleagues has involved her in providing educational consultancy to different language organizations in Ho Chi Minh City and preparing the set-up of the first TESOL club in the city.

Errata

JALT2000 Proceedings CD-ROM

A number of writers were inadvertently omitted from the following articles:

"Teacher Action: Changing the System from Within" was co-written by Susan Carbery and Rocco Sorrenti of Obirin University. "Implementing Learning Strategies" was co-written by Miriam Black, Patrick Bencke, Kevin Axton, and Andrew Shaffer of Kyushu Lutheran College, and Kate Allen of Kanda University of International Studies. "Using Authentic Materials to Motivate Students" was co-written by Charles Kelly, Larry Kelly, Mark Offner, and Bruce Vorland of Aichi Institute of Technology. The editors apologise for these omissions and misspellings.

敬語を使うことで伝わる「丁寧さ」と日本語教育

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This research into the nature of the politeness communicated by the "correct" use of Japanese honorifics indicates that, on the whole, such usage does not serve a significant function in terms of mitigating possible threats. What such usage reflects, instead, is a certain aesthetic value which native speakers find in a speaker's command of such use.

Such an evaluation, as in the case of members of diglossic societies who place value on the use of their High Language, involves particular attitudes towards certain social classes. Therefore, learners of JSL should not be compelled to follow the "correct" use of honorifics, based on some assumption that they need to learn such forms.

JSL instructors will better serve learners by providing them with knowledge concerning the nature of honorific politeness and then allowing them the freedom to choose whether and in what circumstances they want to use honorifics "correctly."

I. はじめに

一般的な用法において、敬語（例えばイラッシャル）を使うと対立語（例えばイル）を使うより丁寧になる、というのは、日本語教育が敬語を扱うときの基本認識だと考えられるが、そこでいう「丁寧さ」とは何なのかというと、あまり論じられていないようである。

しかし、これを明らかにすることは次の２つの理由で日本語教育には不可欠である。実際に話者が敬語をどう使って何を伝えているのかを知らなければ、ときおり耳にする「敬語の形は分かったが、どう使うのかが分からない」という学習者からの訴えに適切に応えることができないし、敬語の使用が自分にとって必要なことかどうかを自分で判断する機会を学習者に与えることもできない。そこで小論では、敬語を使うことよって伝わるもの ＝「丁寧さ」の実体を探った調査を報告し、その結果が日本語教育に示唆するところを述べる。

II. 日本語教育にとって丁寧さはどう重要なのか

日本語教育が「丁寧さ」一般に関心をもつ理由の１つは、言語行動が人を不愉快にし得るものだということと、それを防ぐ方策があり得るということとを、理解し、また学習者に提示することも日本語教育の一部だという認識だろう。したがって、日本語教育で「丁寧さ」は不愉快さと表裏の関係にあるものという了解のもとに取り上げられることが少なくないと考えられる。しかし、敬語を使うことの「丁寧さ」が不愉快さとどのような関係にあるのかは、あまり話題にならない。この関係を探るところから小論を始めたい。

III. 敬語使用の主要部分はレジスター現象とみることができる

現在の敬語使用が伝える「丁寧さ」とは何かを考えるとき、「敬語は敬意に基いてというよりは、ただ慣習に従って使っているもの」(辻村1956:32-35) は重要な知見である。ある人物、例えばＡ先生の行動を言うのに尊敬語を使うとすると、次の２つの使い方がある。

(1)　常に尊敬語を使う：Ａ先生ハＢニイルという言い方は決してせず、代わりに、Ａ先生ハＢニイラッシャルと言う

(2)　特定種類の場面、例えばあらたまった場面や、Ａ先生あるいはその関係者がい（あわせてい）る場面でのみ尊敬語を使い、それ以外では、Ａ先生ドコニイルノカナなどと対立形を使う

(１)の使い方をする話者がいれば、その敬語使用はＡ先生に対する敬意を表しているかもしれないが、(2)の使い方は慣習として敬語を使うことが決まっている場面でその慣習に従っているだけだとするほうが妥当、というのが辻村の説と考えられる。(1)の使い方も全くないとはいえないだろうが、現在ほとんどの話者にとって(2)はふつうの使い方だろう。（ここでは尊敬語の例を挙げたが、丁寧語（例えばイルに対するイマス）についても、特定種類の場面でのみ使う、(2) に準じる使い方が(1)より普通といえる。）そこで小論では、辻村の知見を出発点とし、(２) のように使われる敬語をみていく。また、(2)の使い方が伝える「丁寧さ」は、Ａ先生（とその関係者）にとってとそれ以外の立場の人にとってとでは性質が異なると考えられ、両者を分けて別々に論じる必要があるが、紙幅の都合上、小論では主として後者のみを扱う。

辻村が「慣習」と呼んでいるものは、社会言語学で「レジスター」（register。Halliday et al. 1964参照。訳語「言語使用域」も用いられる）、「変種」あるいは「文体」「位相」などの用語で言

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及されるものと考えられる。言語行動の場面のあらたまり度、相手との社会的関係、コミュニケーション媒体（音声か文字かといった）などの組み合わせによって区別される場面のタイプに応じて同一話者が話し方（書き方）を変える現象に着目したとき、その話し方（書き方）のそれぞれをレジスターと呼ぶ。

例えば職場の会議での発言と自宅での夫を聞き手とした発話という２つのレジスター、あるいは、ビジネスレターと友人への電子メールという２つのレジスターをそれぞれ比べてみると、音調や表記法に加えて、選ばれる言語形式も違う。そうした選択を通してレジスターを作り出す言語形式とは、多忙ダ／忙シイ、ドチラ／ドッチ、非常ニ／タイヘン／スゴク、といった対立語の対やグループである。こう考えると、場面によって使い分けられるイラッシャル／イルもレジスターを実現するためのさまざまな言語形式のうちの１つであるとみなすことができる。

では、敬語を使うレジスターで敬語を使ったときに伝わる「丁寧さ」とは何なのか。逆にそこで敬語を使わなかったら不愉快さが生じるのか、生じるとしたらどの程度の不愉快さなのか。これらを探るために行った調査とその結果を次に紹介する。

IV. 敬語を使わなくてもさして不愉快と感じられない

自由記述方式のアンケートで、他の人の言語行動で不愉快に感じるものを挙げてもらった。対象は、１８～２８歳の大学生男女３５５名と、２９～７９歳の学生でない男女（以下「社会人」と略記）１６７名で、いずれも首都圏方言を母語あるいは日常語とする話者である（注１）。

大学生では355名から597項目が、社会人では167名から299項目が挙げられた。このうち、「後輩がタメ語でしゃべる」、「尊敬語と謙譲語を間違えて使う」など、敬語（不）使用（以下の表中で「敬語」と略記）に言及する項目を１つ以上挙げた回答者とそのような項目の数と割合は下の表１のとおりだった。

この数字の意味するところを判断するための比較材料として、最も多く挙げられたタイプの項目のデータを示すと、自慢・相手の批判・意見の押しつけといった発話効力に言及する項目を１つ以上挙げた人は、51.5%（両集団とも）、そのような項目の全体に占める割合は39.2%（大学生）、41.5%（社会人）にのぼった（注２）。これと比べて、敬語を使わないことや使うが使い方が「正しく」ないことは、多くの人にとって不愉快な言語行動として強く記憶される度合いが低いといってよいだろう。つまり、「敬語を正しく使う」ことをしなくても、それで人が極端に不愉快になる確率は相対的に低く、したがって、人を不愉快にするのを避けたいという理由だけで敬語の用法に習熟しようとしている学習者はそれにそれほど心血を注ぐ必要はなく、他にもっと重要なことがあると考えてもよいことになる。

しかしこの調査結果は、辻村の説からも、また母語話者の直感によってもある程度は予想がつくことかもしれない。あるいは逆に、敬語の「丁寧さ」の議論に上の調査と結果を持ち出すことに敬語の使い手としてある種の違和感を覚える読者もあるかもしれない。また、敬語のレジスター実現機能に着目することだけで敬語の「丁寧さ」を説明しようとすると、次のような合点のいかないことにぶつかる。それは、敬語についてはマスメディアや国語審議会が口やかましく「正しく使おう」と言い続けるが、レジスター実現装置という点で敬語と同じ機能をもつはずの言語形式にはほとんど誰も関心を寄せないという点である。日本語教育で例を挙げれば、初級教材でイラッシャル／イルの使い分けは強調するが、互いに意味は近いがレジスターが異なる接続詞のシカシ／デモの使い分けを同程度に強調することは少ない。（現実には、イラッシャル／イルについて日本語教材が強調するのは動作主体が目上の人物かそうでないかによる使い分けであって、レジスターによる使い分けではないことが多いが、この点についてはVII節でふれる。）

表１　他人の言語行動で不愉快なもの

大　学　生		社　会　人	
敬語に言及した人	敬語に言及の項目	敬語に言及した人	敬語に言及の項目
95名 (355名中26.8%)	97個 (597個中16.2%)	36名 (167名中21.6%)	38個 (299個中12.7%)

以上、敬語の「丁寧さ」とは何かを知るために、敬語を「正しく」使わなかった場合に生じる不愉快さとの関係と敬語のレジスター実現機能の２点に着目したが、それだけではまだ説明のつかない点があることが分かった。これを打開する手がかりは、母語話者の「直感」や「違和感」が与えてくれる。次節からは第３の点、敬語に対する母語話者の意識を探っていく。

V. それでも人々は敬語を正しく使いたい

同じアンケートの第２問で、自分自身の言語行動について気をつけていることを、やはり自由記述で挙げてもらった。さらに、小規模な面接調査で質的データの収集を行った（対象：日本語を母語とする首都圏在住の23～68歳の男女10名）。アンケートでは、大学生の350名から546項目が、社会人の166名から239項目が挙げられた。このうち「敬語を使うとき、間違えないようにする」など、敬語使用に言及した項目を１つ以上挙げた回答者とそのような項目の数は表２のとおりだった。

他人の不愉快な言語行動のアンケート結果と比べると、敬語使用に言及した人も項目も多く、この傾向は面接でもみられた。面接ではまた、気をつける理由として「敬語はきれいな・上品な・ちゃんとした言葉づかいであり、それがきちんとできないと教養がない・しつけがなっていないと思われ、恥ずかしいことである」というものが多く挙げられた。

２つのアンケートと面接の結果から読みとれるのは、他人が敬語を正しく使わなくても不愉快になることは少ないが、自分ではちゃんとした言語行動ができる人間であることを示すために敬語を正しく使いたい、使えなくては困ると思っている人が少なくないということである。

敬語がこのように使われることは、「品格保持のための敬語」（辻村1956）、「話手自身のための敬語・嗜み」（渡辺1971）などと呼ばれて、つとに研究者の注目するところである。しかし、「品格・嗜み」といった言葉に置き換えられる丁寧さは日本語教育でどのように扱うべきなのだろうか。それを考えるためには、さらに１歩進めて日本語以外の言語にみられる社会言語学的現象とこれを比べてみることが有用である。

VI. ダイグロッシア社会の言語意識との類似

以上に見たように、敬語はレジスター実現の機能を果たし、対立語より「ちゃんとした」ものとみな

表２　自分の言語行動で気をつけること

大学生		社会人	
*敬語に言及した人	敬語に言及の項目	敬語に言及した人	敬語に言及の項目
185名 (350名中52.9%)	203個 (546個中37.2%)	52名 (166名中31.3%)	57個 (239個中23.8%)

される言語形式である。そして、敬語が使われるレジスター（例えば会議での発言）は対立語が使われるレジスター（例えば家族の会話）より「ちゃんとした」ものとみなされるだろう。つまり、人々はレジスターのうちのあるものを他より上位のもの、価値の高いものとみなし、そこで選択される言語形式にもある価値を見いだしているといえる。

そう考えると敬語使用の「丁寧さ」は、Ferguson(1959)が「ダイグロッシア（diglossia)」と名づけた現象と重要な点で類似することが分かる。ダイグロッシアとは、宗教行事や大学の講義や新聞記事などと、親しい友人同士の日常会話などとで２つのコード（code。言語、方言など）が使い分けられ、かつ、その話者たちが前者のような場面で使われる方を「高い言語」（H）、もう一方を「低い言語」（L）とみなす現象である。Ferguson自身が注目したのは、標準ドイツ語（H）とドイツ語スイス方言（L）が使い分けられるチューリッヒや、フランス語（H）とハイチクレオール（フランス語とハイチの土着語が混交してできた言語）（L）が使い分けられるポルトープランスなどの状況であったが、その後、使い分けられるのが全く異なる２つの言語や同一言語の異なる方言、そして異なるレジスターなどであっても、やはりそれらの間に高低関係を見いだす言語意識がみられる（Fishman 1967など)ことから、この用語と概念はより広範囲の現象を指して用いられるようになった。

言語形式の１つである敬語をダイグロッシアのHとみなすことには無理がある（注３）。しかし、日本語話者が敬語とその使用に対してもつ言語意識とダイグロッシアの話者たちがHに対してもつそれとの間には多くの類似点を挙げることができ、またその類似を認識し比較を試みることは敬語使用の「丁寧さ」の理解に役立つ。そこで、以下にFerguson（1959）の記述からいくつかの点を紹介することにする。

ダイグロッシア社会ではすべての人が同じようにHを使いこなすわけではないが、運用能力の低い話者たちもHに高い価値をおくという。日本語話者たちの敬語運用能力と敬語に対する意識の関係について考えをめぐらすと、２つのことに気づく。

まず、敬語を「正しく」使い分ける能力は一般に年齢が低いほど低い（野元1957）が、敬語の「正しい用法」とはすなわちその古い用法のことであるから、新しい世代はどそれに習熟しにくく運用能力が低いのは自然だし、運用能力が低いほど運用にあたってそれを強く意識するのも当然である。このことで、社会人より大学生のほうが敬語に気をつける度合いが高い（表２参照）ことが説明できるが、見方を変えると、習熟しにくいものを捨てるという選択肢より困難にめげずに気をつけ続ける方を選んでいる若い世代は、古い世代に劣らず敬語に高い価値を見いだしているという解釈もでき、ダイグロッシア社会との類似がうかがえる。

次に、現在の大学生よりずっと上の世代が敬語の用法を習得した時期にも、現実の敬語の使い方と「正しい用法」の間にはすでに乖離があった（例えば『言語生活』１９５７年２月号には、現在よく取り上げられるのと同じ敬語の「誤用」例が多数集められている）ことを考えると、大学生だけでなく現在の大部分の世代にとって敬語は、レジスター実現装置である他の言語形式（例えばドチラ／ドッチのように「正しい用法」と現実の使い方にズレがないもの）と比べて習得が難しいものといえる。このことに着目すると、レジスター実現装置のなかで敬語だけが人々の注目を集め、その使われ方が監視されていることも少し合点がいく。

VII. 日本語教育への示唆

日本語教育にとっては、敬語使用の「丁寧さ」とダイグロッシアとの比較がさらに重要な有用性をもつ。ダイグロッシアの観察・記述は、その母語話者の言語意識をもたない外部の研究者が行ったものが多いため、母語話者が見逃してしまう現象にも客観的な観察が届いていて、それを読むことで、敬語に対する母語話者の言語意識を（筆者の場合のように）母語話者が観察しようとすると気づきにくい点にも目を向けることができるからである。

ダイグロッシアのHの運用能力は話し手の教育レベル、したがって社会階層と比例する傾向があり、また、話者がHにおく価値は、Hが上層階級を連想させることと関係があるという。敬語の運用能力にも社会階層との相関はみられ（野元1957）、また話者に同様の連想がはたらくことは面接で聞かれた「上品な・ちゃんとした」といった表現から見てとれる。そうであれば、敬語に対する言語意識とそれに基づく敬語使用の「丁寧さ」には社会階層に関する特定の価値観が絡んでいると考えなければならない。このことは、学習者すべてに敬語の習得と使用を強制することが、女性学習者すべてに女性語の習得と使用を強制することと同じように価値観の押しつけと選択の機会の剥奪になることを気づかせてくれる。

母語話者が価値を認めている敬語の用法を、学習者が必ず習得すべきものとして提示するのではなく、その価値が上のような価値判断を含むことも学習者に知らせた上で、その用法に従うかどうかの判断は本人たちに任せるべきだと思う。つまり学習者は、自分が社会階層についてのその価値観を共有する者かどうか、共有はしないがそれを利用しようと思うかどうか、共有し、かつ日本語社会の一員として行動するときにその価値観の継承に参加しようと思うかどうか、などを考えて、敬語をいつどのように使うことにするかを自分で選択する自由と選択に必要な知識を与えられるべきである。それによって学習者は、自分が敬語を「正しく」使う（あるいは、使わない）ときに、本当に伝えているのが何なのかを知っていることになり、母語話者の敬語の使い方を解釈するときに何を読みとるべきかについてもより広い知識を持つことになる。こうして彼（女）らの知識量もコミュニケーション能力も、したがって自由度も格段に上がることになる。

最後に、ダイグロッシアの話者は、自分たちの言語はHだけであってLなど存在しないと思いこみ、そう主張することが珍しくないという。もし、イラッシャル／イルの使い分けは主語との関係によってのみ決まるのであって場面によるのではないと日本語教育が思いこんでいるとしたら、つまり、文の主語がA先生ガであれば述語は必ずイラッシャルであるべきでイルは誤り、と主張するとしたら、それはまさにダイグロッシアの話者の行動といえる。

注

1 小論で報告するのは、敬語使用に対する母語話者の意識とポライトネス研究との関係を知るために行った調査の一部である。研究の理論的枠組み・方法・調査結果の詳細についてはTsuruta 1998を参照。

2 発話効力と敬語使用の両方に言及する項目（例えば「敬語を使って丁寧に話してるくせに内容はこちらを批判しているとき」）は「敬語に言及する項目」とした。

3 ダイアグロッシアのHとLは、言語、方言、レジスターのように共起関係（Ervin-Tripp1972参照）で結ばれたシステム全体（つまりコード）を指す概念であり、言語形式の1つや語彙の1タイプなどはこれにあてはまらない。

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Examples of facts:

Tokyo is one of the most expensive cities in the world.

George W. Bush was elected President of the United States in November, 2000.

Examples of quotations:

"I'll be back." (Arnold Schwarzenegger)

"I have a dream." (Martin Luther King)

How to Write Without Plagiarizing

Good academic writing should include other authors' findings and ideas in addition to your own—they show that you have researched your topic and understand the issues involved. How can a writer do that? There are three ways: (1) quote it; (2) summarize it; or (3) paraphrase it. In all three cases, you must show where you got the information from (cite the source). How to do so will be explained below.

(1) Quoting

A quotation is an exact copy of the original text. It may be as short as one word or as long as several paragraphs. However, quotations should be used sparingly, since their purpose is to support your ideas, not replace them. Use quotations when:

(i) the information is particularly relevant to your paper;

(ii) the information is written in a way that makes a special impact that you cannot create in your own words; or

(iii) the quoted author is an authority or expert whose words will strengthen your point.

Short quotations

Short quotations are 1-39 words long. Put quotation marks around the exact words and write the quotation within your paragraph. Begin the sentence with your own words to introduce the quotation. At the end of the quotation, give the citation: the author's last name, the year the material was published, and the page number, all separated by commas and enclosed in parentheses. Put the complete source information at the end of the paper in the reference list in alphabetical order by the author's last name.

Here is an example of a short quotation. In this case, the author's name is mentioned at the beginning of the sentence, so it does not need to be written in the citation:

> According to John Holt, "our constant checking upon children's learning so often prevents and destroys learning" (1983, p. 140).

Another way to begin is:

> John Holt claims that "our constant checking upon children's learning so often prevents and destroys learning" (1983, p. 140).

Adding words to the quotation

If "our" is not completely clear to the readers of your paper, replace it with interpolated text—your own words—enclosed in square brackets:

> It has been suggested that "[parents' and teachers'] constant checking up on children's learning so often prevents and destroys learning" (Holt, 1983, p. 140).

Omitting words from the quotation

If you need to omit one or more words, use ellipsis points—three periods separated by spaces (. . .) to indicate omitted text:

> In fact, ". . . checking up on children's learning . . . destroys learning" (Holt, 1983, p. 140).

The complete reference for Holt looks like this:

> Holt, J. (1983). *How children learn* (Rev. ed.). New York: Delta/Seymour Lawrence.

Long quotations

Long quotations are 40 or more words long. Do not use quotation marks for long quotes. Instead, tab five spaces from the left margin and single space the typing. Put a period at the end of the quotation and put the citation after it. Put the complete source information in the reference list. Introduce the quotation as in the following example of a long (54-word) quotation:

> A *Businessweek* article gives a description of the incoming CEO:
>
> The axman, as O'Neal is called by some in the firm, announced that he would cut 2,000 of Merrill's thundering herd of 15,000 U.S. brokers months after taking charge of them in February, 2000. Initially, O'Neal set out to beat back the likes of Schwab by matching their cheap trading fees. (Thornton, 2001, p. 39)

The complete reference looks like this:

> Thornton, E. (2001, August 6). 'Reengineering' at Merrill Lynch. *Businessweek* (Asian Edition), p. 39.

(2) Summarizing

Summary writing is a "way to let your readers know the most important idea or ideas of a passage by restating those ideas in your own words" (Kennedy, Kennedy, and Halladay (1999, p. 727). Summarizing saves space; a page from the original

A Student Guide to Plagiarism

Laura MacGregor, *Sophia University*

This guide is designed for teachers of students who are new to academic writing in English and who may not know what plagiarism is and how to avoid it. It contains explanations and examples for teachers to use as starting points for designing tasks to help students learn how to incorporate the work of others into their academic writing while maintaining their integrity as authors. Stylistic rules for writers introduced here follow the conventions of the American Psychological Association (APA, 1994).

What Plagiarism Is

Plagiarism has been defined as "[using] another person's ideas or expressions in your writing without acknowledging the source" (Gibaldi, 1999, p. 30). While there is nothing wrong with using another person's ideas or expressions, failure to acknowledge the source can be a serious offense. Plagiarism is not only unethical, it is also disrespectful to the author. In North America, students who plagiarize their writing assignments face penalties ranging from failing the class to being expelled.

In simple terms, plagiarism is copying what someone else wrote without showing where it came from. It may take the following forms:

(i) copying without using proper quotation conventions (quotation marks for short quotes of less than 40 words and an indented left margin for long quotes of 40 or more words) and/or failing to cite the source;

(ii) copying, but changing only a few words or phrases, or changing the order of the sentences in the original;

(iii) copying words and phrases from several different sources and arranging them into sentences and paragraphs (a tedious method resulting in a badly written text).

Examples for (i) and (ii) above are given here and are preceded by the original text. A sample worksheet to introduce plagiarism to students based on this section appears in the appendix.

Original text:

> . . . some of the richness of Japanese culture is the result of influences from abroad, such as the introduction of Buddhism from Korea in the 6th century, the 6-3-3 structure of the American education system following World War II, and more recently, the Western work-at-home trend, SOHO (small office home office). (Source: MacGregor, L. (2001). The role of English in Japanese popular culture. *Lingua 12*, 47-76.)

Plagiarized text for (i):

> It is clear that some of the richness of Japanese culture is the result of influences from abroad, such as the introduction of Buddhism from Korea in the 6th century, the 6-3-3 structure of the American education system following World War II, and more recently, the Western work-at-home trend, SOHO (small office home office).

Other than the first four words, this is a copy and paste version of the original. It is an obvious example of plagiarism since there has been no attempt made to change anything nor is there evidence of where this information came from.

Plagiarized text for (ii):

> Japan's rich culture has been influenced by foreign countries, such as the introduction of Buddhism from Korea in the 6th century, the U.S. education system after WWII, and modern Western home offices (SOHOs).

Some words have been changed, but this version is still too close to that of the original and lacks a citation of the source. Thus, it is a plagiarized text.

What Plagiarism is Not

You will not be suspected of plagiarism for stating the following without citations:

1. your own ideas
2. common knowledge: facts and famous expressions or quotations that most people know.

このガイドは、英語論文執筆の経験がない学生を指導する教師を対象としている。経験のない学生は、何が「剽窃」にあたるか、またどう剽窃を回避するかの知識がない。このガイドにある説明や実例は、教師が学生のためのタスクを企画する出発点になる。学生はそのタスクを通して、著作者としての倫理を守りながら、他人の書いたものを自身の論文の中に組み入れる方法を習得できる。

14A

source, or even an entire article can be summarized in one or two sentences.

To summarize effectively, first read the original material carefully to find the main ideas. Next, identify the most important evidence (examples or explanations) to support those ideas. Now, you are ready to write the summary. Begin by introducing the source (the article or book name, and the author's name). Write in the present tense, and keep the summary brief: include only the author's most important ideas.

The following example summarizes a 29-page research article in two sentences:

> In the article, "The Role of English in Japanese Popular Culture," MacGregor (2001) examines how written English is used in advertising in Japan by examining TV commercials, newspaper and magazine advertisements, and American movie titles to determine in what contexts and to what extent English appears. Following detailed analyses of the visual, functional, linguistic, and syntactic roles of the language, the author concludes that English is used more as a means of communicating a message rather than as a decorative visual effect.

(3) Paraphrasing

Paraphrasing involves taking material from other sources, putting it into your own words, and identifying where you got it from. The important point to remember here is that the paraphrased text must be clearly different from the original—the words, expressions, and order should be significantly altered. Below is an original text followed by a plagiarized version and an acceptable paraphrase.

> The new cross-cultural studies are confirming what many observers have long noticed: that the cardinal American virtues of self-reliance and individualism are at odds with those of most non-Western cultures. They also suggest that the nature of American individualism has been changing toward a greater emphasis on raw self-interest, and that the rise of individualism in a society goes hand in hand with economic growth (Goleman, in Jason & Posner, 1995, p. 60). (Source: Goleman, D. (1995). The group and the self: New focus on a cultural rift. In K. Jason and H. Posner, *Explorations in American culture: Readings for critical thinking, writing, and discussion* (pp. 60-63). Boston: Heinle & Heinle Publishers.)

The following is a plagiarized version of the above text:

> Recent studies in cross-cultural issues make it clear that two main American values, individualism and self-reliance, conflict with the values of non-Western cultures. Furthermore, the studies indicate that since individualism increases relative to economic growth, Americans are becoming more self-centered.

While some words and phrases have been changed, the structure is too close to that of the original, and the source has not been cited. Therefore, this is a clear example of plagiarism.

This is an acceptable paraphrase of the original text:

> According to Goleman (1995, p. 60), academic studies now support the common belief that American "self-reliance" and "individualism" do not correspond to non-Western values. Americans are becoming more selfish, and this trend is explained by the fact that economic growth and individualism are closely connected.

This paraphrase is acceptable: the source is clearly identified, terms which are taken from the original text are put in quotation marks, and the words and expressions are sufficiently different from the original.

Troubleshooting

In closing, here are some tips for successful academic writing using quotations, summaries, and paraphrased text:

(i) When you are taking notes in preparation for writing, put material you copy from sources in quotation marks and write down the page numbers so that you know it is quoted material. Also, note the full reference details (author name, title of work, year of publication, city and name of publisher) in case you decide to use it in your paper.

(ii) Summarize and paraphrase without looking at the original text. Instead, as you write your first draft, imagine that you are telling a friend about what you have read. A summary will be quite a bit shorter than the original, and therefore will give only the main points of information. A paraphrase will be longer, even as long

Table 1: *How to introduce paraphrased and quoted text*

Phrases

An expert claimed that . . . (Smith, 2000, p. 56).
The data show that . . . (McQueen, 1978, p. 333).
Research by Desmond concludes that . . . (2001, p. 95).
As Carter points out, " . . . " (1998, p. 312).
According to Carter, " . . . " (1998, p, 312).

Verbs

report
state
explain
find
suggest
describe
argue
believe

as the original, and will include the main ideas as well as the details.

(iii) Table 1, based on a list found in Spencer and Arbon (1996, p. 146), gives verbs to introduce paraphrased or quoted text. They may be used in either the past or present tense, but should match the verb tenses of the surrounding text.

(iv) While it is not necessary to document points of common knowledge or well-known phrases, "you should document everything that you borrow—not only direct quotations and paraphrases but also information and ideas . . . . If you have any doubt about whether or not you are committing plagiarism, cite your source or sources" (Gibaldi, 1999, p. 33).

Writing a good paper is a rewarding experience. Giving students training and practice in using quotations, summaries, and paraphrases correctly will allow them to accomplish their writing goals in an ethically sound and professional way.

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Further Reading

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Appendix
Plagiarism

A. Read passage #1:

Passage #1 (original text)

> "...some of the richness of Japanese culture is the result of influences from abroad, such as the introduction of Buddhism from Korea in the 6th century, the 6-3-3 structure of the American education system following World War II, and more recently, the Western work-at-home trend, SOHO (small office home office)" (MacGregor, 2001, p. 47).

B. Next, read passage #2 and compare it to passage #1. Find two things that are different.

Passage #2

> It is clear that some of the richness of Japanese culture is the result of influences from abroad, such as the introduction of Buddhism from Korea in the 6th century, the 6-3-3 structure of the American education system following World War II, and more recently, the Western work-at-home trend, SOHO (small office home office).

1. ____
2. ____

C. Now, read passage #3 and compare it to passage #1. Are the words mostly the same (S) or mostly different (D)?

Passage #3

> Japan's rich culture has been influenced by foreign countries, such as the introduction of Buddhism from Korea in the 6th century, the U.S. education system after WWII, and modern Western home offices (SOHOs).

Original	Passage#3	S/D
some of the richness of Japanese culture is the result of influences from abroad	Japan's rich culture has been influenced by foreign countries	___
such as the introduction of Buddhism from Korea in the 6th century	such as the introduction of Buddhism from Korea in the 6th century	___
the 6-3-3 structure of the American education system following World War II	the U.S. education system after WWII	___
and more recently, the Western work-at-home trend, SOHO (small office home office)	and modern Western home offices (SOHOs)	___

Passages #2 and #3 are examples of plagiarism. Plagiarism means copying the exact words or almost the exact words that someone else wrote (in a book, magazine, newspaper, or on a web site) without telling the reader where it came from. This is not allowed in academic writing. You must show where you got the information from.

In this case, the original text is a quotation from an article in a journal.Look at the original and answer the following:

(a) How do you know it is a quotation?

(b) Who is the author of the article?

(c) When was it published?

Quoting is one of several ways to correctly use what someone else wrote.

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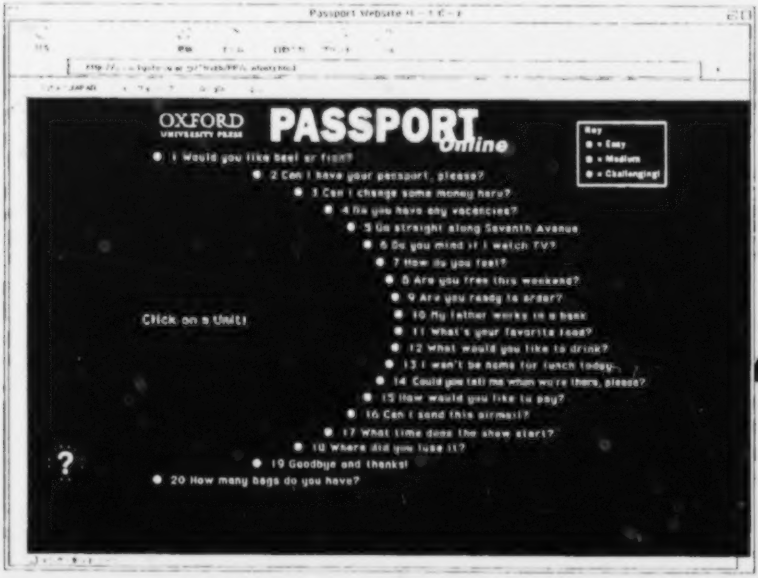

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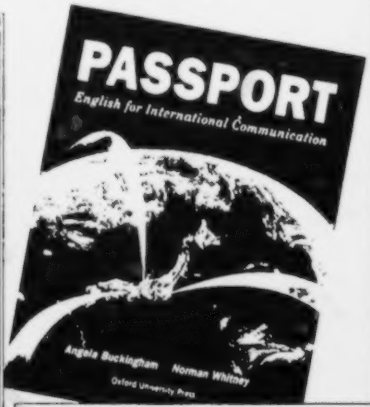
- 4 Do you have any vacancies?
- 5 Go straight along Seventh Avenue
- 6 Do you mind if I watch TV?
- 7 How do you feel?
- 8 Are you free this weekend?
- 9 Are you ready to order?
- 10 My father works in a bank
- 11 What's your favorite food?
- 12 What would you like to drink?
- 13 I won't be home for lunch today
- 14 Could you tell me when we're there, please?
- 15 How would you like to pay?
- 16 Can I send this airmail?
- 17 What time does the show start?
- 18 Where did you lose it?
- 19 Goodbye and thanks!
- 20 How many bags do you have?

?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Getting Qualified in TESL: A Guide to Getting a Masters Degree at Temple University Japan

Paul Hackshaw, *Kyoto Institute of Technology*

For serious language teachers interested in improving their professional skills and teaching qualifications, there is a wide selection of overseas-based distance learning programs in Applied Linguistics or TESL to choose from. A graduate degree program from an American university in Japan is an option for those already working here as language teachers and seeking an accredited, post-graduate TESL qualification. These programs are also of value to teachers wanting to acquire further training in current ESL methodology and theory that complements their classroom teaching.

But which program to attend can be a difficult and risky choice. While some programs are consistently offered by prestigious names such as Temple or Columbia Universities, other prominent universities have struggled for survival in Japan, and still others might be questionable from the start. Vierra (1994, pp. 3-4) lists some American universities in the Kanto and Kansai areas, including SIT and Georgetown University, that once offered graduate degree programs. But several of those on the list have since closed down or moved, making the choices for students difficult. At present, Temple University Japan and Columbia University Japan, which offer a Master of Education (TESOL) and a Master of Arts in TESL, respectively, have thriving programs that cater not only to native English speakers but also to many native Japanese speakers who teach English in Japanese high schools and colleges. In this article I will concentrate on Temple, or TUJ, which I have the most familiarity and experience with, having studied at the Osaka TUJ campus on a regular basis since 1990. I will share with you some insights gained from my participation in their TESOL Master's program.

Why work and study at the same time?

When I began the course during the early 1990s, I was very aware of the need to improve my professional training and teaching skills. At the height of the bubble period I was working in several conversation schools in Osaka, where financially and career-wise, the long-term outlook appeared relatively tenuous. The teaching workload was rather heavy, long on hours and relatively low in terms of salary and professional status. I couldn't really consider a distance-learning program requiring overseas residency, or graduate study overseas at the time because I couldn't afford to give up my present job. I also didn't want to leave my young family for extended periods to satisfy residential requirements for such distance programs. Distance learning was out, but I felt that I needed further teaching qualifications to protect myself against the relatively unstable labour market. With my growing family, I also felt the need to safeguard or improve my income which was being buffeted by school bankruptcies and staff reductions. Despite, or perhaps because of the economic uncertainty at the time, I felt time and money were necessary starting concerns for a working teacher choosing to undertake graduate study.

What is the cost of completing the program?

Because TUJ is a foreign university operating in Japan and does not receive official recognition as an educational institution by the Japanese government, one of the biggest hurdles is the cost of tuition. A starting three-credit course costs 190,000 yen, with three courses or nine credits required for matriculation into the program. As the Master's program at TUJ requires completion of 30 credits, the cost of completing a TUJ Master's degree at present is a little under two million yen, not including the cost of textbooks and commuting costs, etc. Although I found each course was relatively expensive, by careful monthly budgeting I was able to afford the necessary fees.

What is the time needed to complete the coursework?

Apart from financial considerations, the investment of time is another basic concern if you are considering such self-development. To complete the coursework for TUJ, there is no dissertation or thesis needed for graduation, except required completion of the 30 credits and the passing of the final Comprehensive Exam. On average, teachers

日本で働き始めたばかりの多くの教師、あるいは経験豊富だが資格を有していない英語を母語とする教師は、ある時点で、日本在住中にESLの資格となる修士レベルの学位取得に興味を抱くようになる。いくつかの選択肢の中で、日本テンプル大学(米国フィラデルフィア同校のブランチ・キャンパス)で教育学修士を取得するというのは、比較的選択が容易なものの一つである。本稿では、筆者の10年に渡るTUJとの関係と、教育学修士課程の修了者としての経験に基づき、このようなプログラムを始めることに興味を持つ読者が抱くであろういくつかの疑問に答える。

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take two to three years to complete the required coursework, but times will vary according to the individual student. In my case, taking an average of one course per semester, I was able to complete the program in about three and a half years, as my busy teaching schedule and budget permitted. While I was enrolled in the program, I was also teaching between 18 and 20 classes part-time at several Kansai universities; conducting term assessments on my students; attending TUJ twice a week till 9 p.m. at night; writing term papers and doing the assigned class readings. This usually resulted in a 12 to 14 hour workday over that period.

So if you have the time and money and motivation, what else do you need to consider?

What is needed to complete the Master's course?
The degree programs offered at the Tokyo, Fukuoka, and Osaka campuses consist of five core courses: Methods I, Methods II, Sound System of American English, Applied Linguistics, and New Grammars. In addition to these, students could choose five elective courses. Each year classes are held in the Fall and Spring semesters, either once a week in the evening for 12 weeks, or twice a week for approximately seven weeks during Summer Sessions I (June-July) and II (July-September). TUJ also offers one-credit weekend seminars offered three times during each semester.

Temple invites leading figures in ESL to teach a weekend seminar on a topic in which they are leading practitioners, e.g., Kathleen Bailey of the University of Monterey (CA), Dr. Sandra McKay from the University of San Francisco, Dr. James D. Brown from the University of Hawaii, and Dr. William Grabe of the University of Arizona, have all been guest speakers on some of the weekend courses hosted by TUJ. In sessions I attended, for example, Dr Bailey spoke [illegible]anguage Teacher Development,' and Dr. G[illegible]e on 'Theory and Practice of Reading.' All of these experienced educators gave useful and valuable background material that we were able to use at some point in our classes.

The first three hours of the Saturday afternoon seminars are free admission to all. Registered students stay for the remainder of the weekend and can use the course as a credit towards their degree. The course usually finishes with a take-home assignment to be completed and returned by post or email.

What are the requirements for admission to a graduate TESL program?
The students admitted in the program need to be university graduates with at least a B (GPA 3.0) average. Applicants to TUJ can complete as many as nine credits (three courses) before being accepted for matriculation into the program. Native speakers of English are required to pass the Miller Analogy Test, which measures logical thinking and reasoning. Japanese applicants and other non-native speakers of English enrolling in the program require a TOEFL score of 575 or higher before they can matriculate. For new Japanese applicants starting at Temple, TUJ also offers a three-credit introductory course focusing on developing academic writing and research skills. In this course new students learn how to write term papers and assignments, read academic articles in English, and prepare assignments or pieces of writing for possible publication.

What is the TUJ course-load like?
The courses offered at TUJ are identical to the M.Ed courses offered in the main campus located in Philadelphia, U.S.A. An average three-credit course will consist of required reading homework of one or two assigned chapters from an assigned text, and/or a reading packet of academic articles, to be read and synthesized by the end of the course. In addition, students in the course summarize and comment on the articles' content and hold small-group discussions in class. Coursework and grades consist of a midterm test, a course assignment, or a team project. At the time I was in the program, a B-average was considered necessary to matriculate, and no incomplete grades were accepted. The classes at TUJ were held in the evenings from 6-9 pm, once a week during Spring and Fall semesters for 12 weeks, or twice a week for Summer Sessions I & II, for 7 weeks. In total, the number of hours of instruction in the program was over 360 hours, not including the comprehensive examination and completion of term assignments. All lectures and classroom discussions were usually conducted in English, except in some experimental language learning workshops, special seminars or small discussions where Japanese participants were dominant, or the exercise called for the use of Japanese.

Are there any other graduation requirements?
After completion of at least 24 credits of the program, students take a 5-hour comprehensive examination. This exam covers what the students have learnt during the course of their studies, and allows students to take a broad comprehensive overview of the language-teaching field based on the course readings and on their personal experiences and observations. The questions follow an essay-style format and students are asked to connect their personal philosophy and practical experience to the pedagogical theories found in their reading. Students are encouraged to synthesize and compare teaching methods, as well as disagree with particular viewpoints, as long as they offer references and documentation to support their arguments.

How much of what is taught is practical application as opposed to theory, and how does it relate to individual teachers?
My experience was that the TUJ Master's program worked from a strong theoretical base, and attempted to practically apply these principles to the teachers' personal teaching circumstances. Many of the classes we took asked us how to relate what we studied to ourselves. We applied the readings to what we were doing in our daytime jobs, and many times we collected and analyzed data from our students to use in our assignments. The ratio of practice to theory differed depending on the content of each subject, but I would estimate that there was a balanced 50:50 ratio of practice to theory, though some subjects tended to be more grounded in 'bookish' theory than others. In particular, I felt Applied Linguistics and New Grammars followed this pattern. A negative for me in the program, though, was that many of the texts contained examples of studies done in multicultural ESL settings in the United States and Europe. Such examples differed from the EFL teaching situation we have in Japan. In spite of this, many of the classes I took were "hands-on," with teachers working in small groups on practical assignments, requiring students to gather and analyze data to support their arguments or findings.

What were some of the disadvantages of the program?
While I was mostly satisfied with the content of the TUJ program and the teaching of the Temple professors, a minor irritant was that the Osaka campus kept changing its office location, making it inconvenient and sometimes confusing to get to classes. (The present Osaka campus is within walking distance from central Umeda.) Library books are also lent out for a maximum of two weeks, which I felt was insufficient time for reading and researching properly.

Conclusion

In this paper I have outlined some of the personal reasons I had for enrolling in the Temple program, some of which will not be that far removed from the concerns of other readers. Wanting to earn higher income or obtain more advanced job status; to develop applied research skills in ESL, or improve teaching and other skills to become a better ESL teacher—the reasons for applying are numerous. Given that many teachers studying in these graduate programs are working full-time at high schools and colleges, it is by no means easy to complete the program in a short time. Yet in the long term it is ultimately worthwhile and professionally satisfying to obtain a degree such as Temple's while working full-time in Japan. From other students I have spoken to, TUJ graduates value their experiences during their progression through the program. Dale Bay (1997) sums up his experience at a Japan branch campus of an American university in these words:

> I had the opportunity to read about what had gone before, to be exposed to a variety of important subjects related to language teaching, to meet other like-minded individuals, to have been forced to prepare papers which endure criticism, and to be given the opportunity to make that indefinable transition from "teaching English" to "being an English teacher". . . . The ability to integrate the art and the science, the practice and the theory, to produce results of a high standard, is the mark of a professional. (p.72)

Graduates of such programs also tend to be held in higher regard by employers as serious and dedicated language teachers, and are usually highly placed in consideration for many teaching positions. Many currently advertised part-time positions at colleges and universities now seek a Masters degree *and* publications, even for their part-time teaching staff. Positions requiring a Masters also tend to attract higher salaries, have less formal classroom hours and greater levels of responsibility available for employees. For these reasons alone, it is worthwhile making the considerable financial and mental investment required. By doing so you can start to develop a satisfying and potentially lucrative English language teaching career in Japan.

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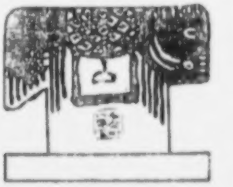
Getting Organised in Japan

Susan Carbery, *Obirin University*

Japan's recession has resulted in unstable times for all workers in Japan, but for teachers the situation is even bleaker as birth rates continue to decline (*Asahi Shimbun*, 2000), creating an ever-decreasing student population. The result is that many of Japan's 1,000 plus universities and two-year colleges will be faced with either closure or serious downsizing in the near future. Jones (2001) identified how falling student numbers will continue to have a dramatic impact on employment in education, and expressed concern about how many institutions have begun to deal with the situation by not renewing contracts, or cutting pay and working conditions. The reality is that teachers' jobs are no longer secure, if indeed they ever were. Now more than ever, teachers need to be fully aware of their rights under Japanese labour law, and joining a union is the best way for any worker to keep informed, and to be given support and assistance should the need ever arise. The purpose of this article is to provide readers with a basic understanding of the union system in Japan, and identify the possible benefits of joining a union.

Joining a union is not about deciding what side of the picket line to stand on. It is easy to fall into an us-versus-them mentality, not just about the employer/employee relationship, but also the foreigner/Japanese relationship that foreign teachers are faced with. The fact is that the dire future that awaits education in Japan affects everyone: employee and employer, foreigner and Japanese. Although one could rightfully argue that education in Japan is a business, this does not mean that institutions need not be concerned about quality of education and employment issues. Ironically, after more than a decade of *Monbukagakusho* (formerly *Monbusho*) white papers espousing communicative teaching (Ministry of Education, 1989, 1993), one of the biggest problems between teachers—especially foreign teachers—and the administrations which employ them is lack of communication. As a union member you have access to information about workers' rights, and the union will negotiate (communicate) with employers on your behalf. In addition, part of any union's mission is about maintaining proper standards within the profession. This gives the profession credibility, and it benefits not just the individual teacher but also students, the institution, and the profession as a whole.



Having said that, how does a foreign teacher living in Japan go about joining a union? Many schools have their own unions, but understandably the meetings and literature are in Japanese and tend to put off foreigners who are not proficient in Japanese. However, there are several small unions in Japan which cater to the English-speaking teaching community, and most enjoy some kind of working relationship with each other through the *Zenkoku Ippan Rodo Kumiai* (National Union of General Workers, or NUGW). One example is the University Teachers' Union (UTU), a small, Tokyo-based union founded in January 1999 to serve primarily the foreign university teacher population, but which is open to anyone teaching a minimum of one *koma* at a university in Japan. Don't let the fact that it is relatively small, new, and foreign in membership fool you into thinking that it will be ineffective in an employment crisis. Like most small and medium-sized unions in Japan, UTU is part of various support networks through NUGW Tokyo South, its larger parent union.

Unions in Japan tend to be part of an intricate network of labour federations; to a novice this can be rather confusing. Essentially, there are three main federations of unions in Japan—*Rengo*, *Zenroren*, and *Zenrokyo*—as well as many independent unions. Of the three, only *Zenrokyo* actively organises non-Japanese workers. The NUGW is affiliated with *Zenrokyo*, and is the most active in assisting foreign teachers. There are actually about 15 branches of language teachers' unions within NUGW Tokyo South alone, comprised mostly of foreigners. For the most part, these union branches are based at vocational schools, conversation schools, and private and public high schools. Like UTU, they are basically autonomous branches of the NUGW Tokyo South regional branch. Anyone who contacts NUGW can be invited to join the parent union as an "individual affiliate" and directed to the nearest branch appropriate to their needs, or can be helped to form their own union branch if they have the minimum of three members required to do so. Membership dues to NUGW and UTU are 36,000 yen per year, which works out to be a mere 3,000 yen per month. Two-thirds of this, or 24,000 yen, goes towards NUGW Tokyo South membership. This pays for the salaries of four staff members, lawyers' fees, printing, mailing, etc. UTU has quite an extensive relationship with other union networks around the country, so of the remaining 12,000 yen, much ends up as donations towards settling current disputes.

Membership in a union is not just about representation for employment problems concerning dismissals, salary, contracts, or discrimination. For UTU members who enjoy secure employment and good conditions, the union can provide information on a variety of employment issues, including tax, insurance, pensions, maternity or childcare leave, and injury. Being part of a union means access to information, which in turn may help you negotiate and thus avoid serious disputes with your employer. In addition, unionization is about solidarity, supporting your fellow workers, and working together to make your employment conditions and your profession better. No matter what your employment situation is, if you are a professional teacher working in Japan, you should seriously consider joining a union. Even if you are not a university teacher, by contacting NUGW or UTU, you will be directed to the most appropriate union closest to you. Don't wait until a problem arises. Don't think that other people's problems won't affect you. Get organised, and remember, you are not alone!

The University Teachers' Union can be reached online at <www.net-ibaraki.ne.jp/aboys/utu/>; by regular mail at UTU c/o NUGW, 3-21-7 Shimbashi Minato-ku, Tokyo 105; or by fax at 03-3434-1236. Thanks to UTU President John McLaughlin for providing current information regarding UTU.

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Erratum

In November's Working Papers column by Roger Jones, the web site URL for the National Union of General Workers was misprinted. The URL should read: <www.jca.apc.org/nugw_ts>. *The Language Teacher* regrets the error.

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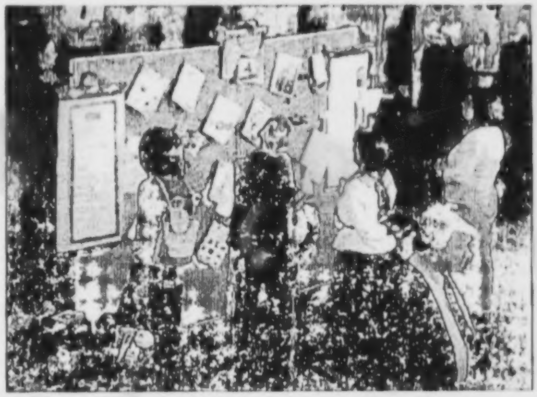
PAC3 at JALT2001 Conference Report

Thanks, Kitakyushu!

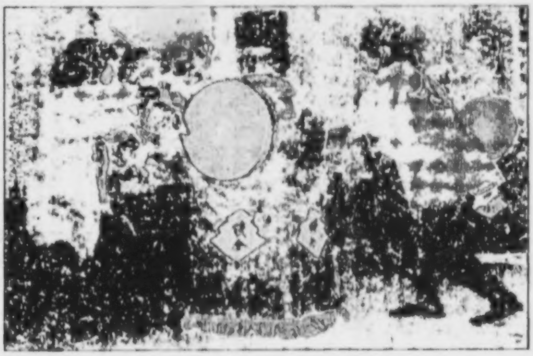
Malcolm Swanson
Kyushu Junior College of Kinki University

JALT President Thom Simmons opens the conference

It began with the pulsing beat of local *taiko* drummers welcoming our overseas and special guests. It then opened with a brass band accompanying a multi-screen video performance—and it kept building from there. For four days, the late autumn sun shone on the Kitakyushu International Conference Centre where the local JALT chapter and the Kitakyushu community played host to the almost 2001 attendees of PAC3 at JALT2001.



The three poster sessions proved a popular attraction



The *taiko* drummers get things warmed up

As David McMurray, conference programme chair, stated,

> There were huge birthing pains for PAC3 at JALT2001. I'm sure all the program team are temporarily tired from having not only conceived the project 7 years ago, but also from nurturing it through to completion. Many of the 550 speakers are also no doubt tired and weary from laboring through 4 days of delivery—and I did hear a few screams and lots of "hear, hears" at the vibrant final panel—but what a wonderful baby!
>
> The Kitakyushu International Convention Center and its professional staff, along with the local Kitakyushu site team turned out to be the perfect hosts for the many programs. The main hall was used almost non-stop for the 10 plenary and special speakers from TESOL, JPacSLRF, Sietar, embassy guests, association presidents, and top speakers from Asian countries. Our main strategy was to bring speakers and audience participants together through pre-conference publications in *The Language Teacher* and by placing their abstracts on the <jalt.org/jalt2001> web site, and then let everyone's synergy flourish during the four-day conference. For those of you who missed the conference, we are now working on a baby book (the conference proceedings) that I hope you will enjoy just as much as those who witnessed the birthing.

With the conference anticipating to attract only 800 paying attendees, both local and national officers were pleasantly surprised when more than double that figure finally went through the gates, dramatically reversing a trend towards declining numbers in recent years. Conference treasurer Andrew Zitzmann was kept running throughout

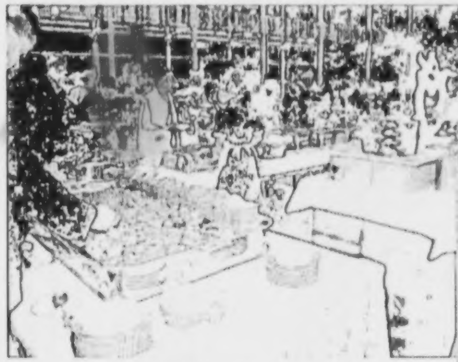
Three of the many volunteers who helped out

Our gentle giant, Tom Bradley, guards the EME

the event, trying to keep track of cash waiting to be counted. "Financially the conference was a bigger success than expected," he said. "The greater than expected onsite registrations kept the numbers clicking upwards. Just how well we did remains to be seen, but the sky is definitely looking brighter than the initial forecast."

Conference attendees expressed a variety of reasons for making the trek this far south. "I've never been to Kyushu, and this seemed the perfect opportunity," was a common sentiment. The tie up with PAC, the Asian Youth Forum, SIETAR and JPacSLRF was another obvious attraction. Others cited the enthusiasm and motivation of this year's conference team, while others commented on how the event had been promoted as more of a festival of language learning than an educational conference. Having come this far away from central Japan, few could have been disappointed. With five plenary sessions, 209 paper presentations, 148 demonstrations, 71 workshops, 49 poster sessions, and dozens of forums, colloquia, sponsored presentations, and meetings to attend, it would have been almost impossible not to plan a full schedule and come away very satisfied. Of course, the big crowds kept the presenters happy. Stated one, "I was scheduled to present at 1:00 on the final day and expected no one to turn up. I was more than happy when I walked in the room to find more than a dozen people waiting for me!"

Chris Candlin takes a moment during his plenary address



"Dig in!" Ravenous attendees appreciated the *Odyssey Party* feast

The food court staff were always ready with hot coffee, tasty food, and a warm smile

One of the many well-attended presentations

One of the first people attendees met was often Peg Orleans, the conference site chair, who was usually on hand at the entrances in her blue *happi* coat to greet people and deal with any problems. "I drew the enviable duty of standing in the warm sunshine and greeting convention goers who seemed to appreciate the compactness of the site, with hotels, station, and the conference itself all connected by elevated walkways. Those networking at the many tables scattered around the site commented on the ready availability of food, the warm hospitality of the many volunteers, and the elements of local color such as the *taiko* performance and the opening video orchestra extravaganza. Fujio Junko and her efficient crew set the mood by keeping registration lines moving briskly.

The Asian Youth Forum bids farewell

Perhaps the words of Takeuchi Shinsuke, a local city officer and conference photographer—and probably the person who saw more of the conference than anyone—best describe the atmosphere.

> All the presentations were started by the presenters themselves. I felt a little uneasy, because in Japan the host organization will control all things. Many attendees and teachers asked many questions and joined in the discussions. These rooms were very hot and concentrated. The conference even continued during lunchtime. Great!

A conference is more than presentations, however, and this year there was a lot to pick from. For the party types, *Nellie's Odyssey Party* offered plenty of food and good music. Offsite, many groups organized their own events, and with the city centre just a stone's throw away, there was ample to choose from. On Saturday morning, a group of 40 diehards joined in the *Odyssey Fun Run*, exploring Kokura Castle and the central city area before returning in time for the morning sessions.

While the main conference was underway, the Asian Youth Forum people were running their own events, networking local students with visitors from around the Asian area. By the end of the conference, these students had bonded into a tightly knit group. Visit their web site at <www.asianyouthforum.org/> to see some of what they achieved.

For teachers of children, JALT Junior was a must. As the first SIG-sponsored *conference-in-a-conference,* all eyes were on this mini-event—and it was impossible to miss! Balloons, clown faces, songs and happy people made for a fun event, and with over 100 attendees of its own, the Teaching Children SIG has set the scene for other SIGs to sponsor their own successful conference events.

JALT Junior was just one of many firsts for this conference. It marked the first time JALT had hosted an international event: PAC3. It was the first time a JALT conference had taken place in Kyushu. It was our first joint venture with SIETAR and JPacSLRF. For the first time, we had the complete presentation schedule available online. Although perhaps not the first time ever, it was the first time in quite a while that conference volunteers were just that—volunteers. None of our volunteers were paid for their able assistance. And, it was our first "dry" conference (though not by choice, making the traditional *kampai* toast a dilemma in itself).

Sadly, PAC3 at JALT2001 also marked the end of a tradition of chapter-based conferences. As of 2002, the annual conference will move to a permanent location in Shizuoka. While this makes sense in logistical terms, perhaps something has been lost. The Kitakyushu team worked hard to bring attendees a taste of Kyushu, and many of them have told us just how enjoyable that was. If you did enjoy it, keep an eye out for "The Odyssey Returns"—a regional conference in Kitakyushu being planned for a couple of years from now.

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"It's over!" The local committee had good reason to smile

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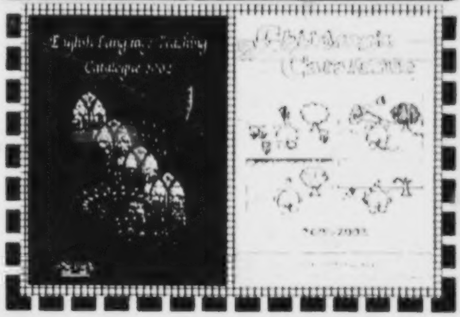
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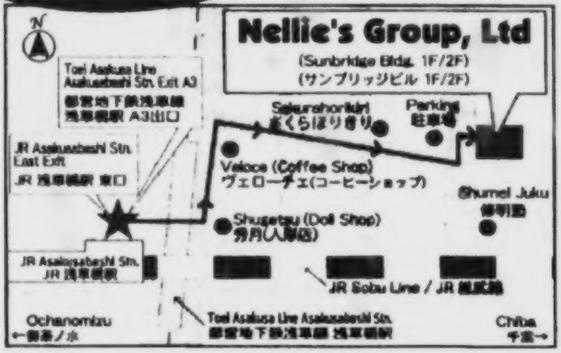
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A Chapter in Your Life

edited by joyce cunningham & miyao mariko

Settle your sights on Kagoshima JALT this month and learn how this chapter has found a way that works for them. The co-editors encourage 800-word reports about your chapter's activities, challenges, and solutions in English, Japanese, or a combination of both.

Small but Vibrant Kagoshima

Nestling in the shadow of our friendly volcano, Sakurajima, sits the city of Kagoshima, home to Kagoshima JALT. Beautiful and revered though it is, Sakurajima is also an irritation to the locals: an irritation to the eyes, when doing the washing etc., but only when the wind brings the ash over the city. And when the wind of organisation blows, so the Kagoshima Chapter committee members are brought together.

With upcoming chapter elections, (a feisty and contentious annual occurrence when the hoards jockey and jostle for the array of unfilled places), Kagoshima JALT has a committee of seven. The president, Nick Walters, has been a member of JALT for the past four years. However, he really only had the chance to get involved after coming up to mainland Kagoshima from Amami, one of Kagoshima-ken's many islands. Nick works in a local private school and teaches part-time at a university and a two-year college. When not teaching, he's prone to pick up his guitar and disturb the neighbours as well as anyone else unfortunate enough to be close by.

Reiko Mori, this year our program chair, has once again done an outstanding job. A quick look at what the chapter has been able to do this year shows the effort and commitment Reiko has given to the chapter. We have had presentations on nonverbal communication, fun activities for elementary classes, changes to the elementary curriculum, the teaching of phonics, using computers in the classroom, and there is still more to come: future presentations on teaching Japanese as a Foreign/Second Language, *haiku*, and teaching using the "Silent Way," to name but a few. Apart from putting together these interesting and varied events, Reiko is also a fount of knowledge about local history. So, when you come to visit, I'm sure she would be happy to tell you about the city!

Steve Cother (pronounced with a long "o" please) is usually a sociable, easy-going fellow, but when behind a reception desk at an open meeting, he changes into a keen-eyed businessman. Not usually something that, personally, I would approve of, but when it comes to the chapter's finances, then Steve is certainly in control. In the past two years, the chapter has gone from wondering where it will find the money for the next presentation to feeling secure enough to put on the events mentioned above. With all our debts finally cleared off, and under the careful guidance of Steve and Reiko, next year's program should be even more exciting (assuming both get reelected of course!)

The "Oracle," as he is affectionately known, Jim Scott fills the role of recording secretary. Jim also provides the chapter with a wealth of information about what happens at JALT national (past and present). So luckily, the chapter remains well informed. Whilst it is often difficult for Jim to get down from his nest in Kirishima to attend the local meetings, the committee appreciates his presence whenever he can make it. Jim also provides a useful alternative perspective in that he runs his own language school and as such, can speak for those in a similar situation.

While it goes without saying that attending a meeting of the chapter is an experience second to none (depending on your social life of course), it would certainly be less of an occasion without taking some refreshment halfway through. It is thanks to Rieko Nagamasa that the chapter is able to offer a cup of tea or coffee (or just plain hot water if, like Rieko, you prefer a herbal beverage) and a friendly ear. During the interval, "Bar Nagamasa" is well worth a visit.

Every chapter needs a source of energy to keep it going. Thankfully, the Kagoshima chapter is blessed with a clean, non-nuclear, non-fossil or ozone-destroying and renewable (almost endless) energy source: Nori. No, not the stuff from the sea (though, you really can't knock it) but our membership chair, Hatsushi Katsunori. Always bouncing (does any one remember *Not The Nine O'clock News*?) and encouraging people on, Nori has carefully guarded the chapter membership. Thanks to the effort he has put in, we have retained a solid and active membership. Like Jim, Nori runs his own language school and he has consistently brought in interested and interesting people from that sector to our meetings, giving them a new and fresh flavour.

So there you have it, the Kagoshima JALT committee. By all means, come down and see us. We would love to hear from and listen to you! Feel free to contact any of the Committee members by email at <kagojalt@hotmail.com> or check out the Kagoshima Chapter homepage: <www.kyushu. com/jalt/kagoshima.html>.

Reported by Nick Walters

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Culture by Colors and Numbers

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Quick Guide

Key Words: Culture, colors, numbers
Learner English Level: Beginner to advanced
Learner Maturity Level: All
Preparation Time: None
Activity Time: Varies

This vocabulary exercise explores the strong culturally based associations people have with certain colors and numbers. It works well with reticent Japanese EFL students for two reasons: students only have to give their opinions, so they are less worried than usual about making a mistake in front of other students, and students enjoy talking about cultural comparisons.

Procedure

On the blackboard write the question, "What do you associate with _______?" and in the blank write a color. Underneath this question, write the numbers 1 to 15 to indicate that you want the class to brainstorm 15 words. The first time you do this activity, you may have to explain and give several examples until the students grasp the idea of "associate."

As students raise their hands and say their associations, write the words on the blackboard and ask the students to write them on notepaper. If you cannot understand a word that a student says, ask the student to spell it for you, and make a mental note to practice the pronunciation later with the entire class. In low-level classes, you may want to allow students to say an association in Japanese, then ask other students to supply the English word.

When the list is complete, tell the class you will compare their list to associations Americans (or any nationality) typically would make for that color. Write a check beside the words Americans would probably also mention, write a question mark next to the words Americans would probably not mention, and add two or three new words Americans typically would include. Finally, discuss the words with question marks and the words you added. The level of this discussion can be tailored to the level of your class.

You can also ask for associations with color combinations such as black and white, red and white, blue and white, red and green, and orange and black.

One Example

This is what the blackboard looked like after I asked a class of Japanese first-year college students for 15 things they associate with the color red.

What do you associate with the color red?

1. tomato
2. blood
3. apple
4. cherry
5. ribbon
6. strawberry
?7. *posto*
8. stop light
?9. sun
10. ruby
11. wine
?12. *randosera*
13. dress
14. sports car
15. paint

hair
danger

Most of the words this class came up with are things Americans also typically associate with red. We discussed the three words with question marks. My students said that *sun* refers to the setting sun. I explained that Americans usually imagine a yellow midday sun. I pointed out that *posto* and *randosera* are not English words, and I translated the words for them. *Posto* means public mailbox, and in America these are blue. *Randosera* is a unique style of backpack that Japanese elementary school students use: boys always use a black one and girls a red one. This custom does not exist in America. Most Japanese strongly associate hair with black, but my adding *hair* to this list reminded the students that in America hair comes in a variety of (natural) colors. The students decided that red also means danger in Japan even though they had not mentioned it in their original list.

Number Associations

Using this procedure with numbers also works well, although I ask students to list only five to seven associations for each number. Most cultures have strong associations with each of the numbers 1 through 10 and with certain larger numbers. To give just two examples of cultural differences that can be discovered by comparing number associations, Japanese students strongly associate the number 20 with the age at which they become adults; whereas, Americans usually associate becoming an adult with age 18. Japanese students usually do not associate the number 12 with *dozen* because most foods that are sold by the dozen in America (eggs, rolls) are sold in packages of ten in Japan.

Conclusion

I use this color or number association exercise as a 10- to 15-minute change-of-pace activity in conversation classes because it is interesting and it encourages my Japanese students to speak out on their own. In lower level classes, this is an enjoyable vocabulary building activity that also lends itself to pronunciation practice and simple cultural comparisons. In more advanced classes, this activity generates useful examples for more extensive discussions. This exercise would also work well in a class composed of students of various nationalities.

Building Vocabulary: Guessing Meaning From Context

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Quick Guide
Key Words: Vocabulary building
Learner English Level: Beginner to advanced
Learner Maturity Level: High school to adult
Preparation Time: 5 minutes to copy each set (total 20 minutes)
Activity Time: 5 to 10 minutes per set (total 20 to 40 minutes)

"Today's topic was a little difficult for me. . . .The story that we read has a lot of words that I don't know."

Many students react similarly to the student above during lessons. While students' instincts tell them to dive into their dictionaries, mine says present a vocabulary lesson on how to guess meaning from context. Using context to guess word meanings helps readers build vocabulary because they are more likely to remember words; it has the added benefits of fostering reading enjoyment and improving comprehension because readers do not have to interrupt themselves frequently to use dictionaries (Mikulecky & Jeffries, 1996, p. 294). Textbook exercises often assume the students understand the concept of guessing meaning from context, a concept with which research and practice demonstrate that they are unfamiliar (Mulvey, 1998, p. 8). My solution is to use the following sentences to introduce the concept before moving to textbook exercises, such as those found in *Reading Power, More Reading Power*, or *Reader's Choice*.

Procedure

1. Group the students in threes and fours, and ask a volunteer to read the directions aloud.
2. Tell the students to underline the italicized words in Set A (to ensure that they know which words to guess) and explain that these words will not be found in English-Japanese dictionaries because they are Yiddish. I use Yiddish because most students have never encountered this language so there is minimal risk of students' prior knowledge conflicting with the purpose of the exercise. Nonsense words, like *zep* or *alkdsu*, may be substituted.
3. Direct the students to use the context and their imaginations to guess the meanings.
4. When the students finish (after five minutes or so), ask them to present their guesses to the class.

All the sentences contain ample context clues and elementary vocabulary so that students can easily guess the meanings of the italicized words; the guessing concept is isolated so that students can practice the skill. Then they can work in pairs or small groups on exercises with more complex sentence structures and higher level vocabulary, like those in textbooks. To reinforce the concept I present the students with Set B about three to five days later using the same procedure and follow the sentences with more challenging textbook exercises. Sets C and D further reinforce the skill.

Conclusion

After practicing this technique, students respond with "Guessing meanings go to near the really meaning. It is very useful to study in America" and "I used my brain and imaginations!" They may not be able to understand every word they read, but they can feel confident in guessing the meanings because they know how close their own guesses are to the dictionary definitions. This gives them self-assurance in their comprehension abilities and increases their vocabulary.

Activity directions

Read the sentences with your partner or your group and guess what the words in italics mean. Use the context and the words you know to guess the meaning of the word(s) you don't know. This is called "guessing meaning from context." (Possible answers appear in parentheses.)

Set A

1. Sometimes when I'm reading a book in English, I use my *kreplach* to find new vocabulary words. (dictionary)
2. Hiro often *charoset* to music on a CD player. (listens)
3. Almost every morning Jane eats oatmeal for *megillah*. (breakfast)
4. Have you *noshed* the movie "Crouching Tiger, Hidden Dragon" yet? (watched, seen)

5. Michael always rides the *ungepachkit* to Ochanomizu. (train, bus)

Set B

1. Yesterday I talked to my friend on the *schmutz* for 2 hours. My ear was sore! (telephone)
2. Donna *matzo* a letter to Mary yesterday. (wrote, sent)
3. Miki ate lunch at a Thai *verboten* in Shimokitazawa. (restaurant)
4. Over the weekend it *verklempt* in the mountains, so Bob and I went skiing. (snowed)
5. I read an interesting *schiksa* last month. It was about the history of Tokyo from 1600 to 1868. (book, magazine, article, story, etc.)

Set C

1. Did you buy that pair of *goyim* at the department store? (shoes, pants, socks)
2. Cats like to chase *boubeleh*. (mice, bugs)
3. Children play *latkes* during recess. (games)
4. At the end of the movie *Titanic* the *schpillkes* sank. (boat, ship)
5. After I finished jogging around the lake, I *tchotchke* on a bench. (rested, sat)

Set D

1. Some people *plotz* in a bed at night. Others *plotz* on a futon. (sleep)
2. On rainy days, I like to *chazerei* a book. (read)
3. Pete sent a *kugel* from his computer at home. (email message; picture)
4. Caroline *toukes* in a house near the university. (lives)
5. Masa left his grammar *schlemiel* at home. (book, homework)

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Examining Australian and Japanese Stereotypes

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Quick Guide

Key Words: Email, project-based, cultural stereotypes, survey

Learner English Level: Beginner to advanced
Learner Maturity Level: Junior High School and above
Preparation Time: Considerable
Activity Time: Three 60-minute lessons

This article examines Australian and Japanese stereotypes by using a survey and student email exchanges over the Internet. It includes a full lesson plan for carrying out the activities in a CALL laboratory as well as a worksheet that could be used in a traditional classroom.

To ensure that an email project is kept focused, clear timelines and objectives need to be agreed upon, paying particular attention to holiday differences and other school events. The cooperating classroom teachers need to maintain excellent communication especially with regard to notifying each other that emails have been sent. Before commencing a project, it is a good idea to give the students an opportunity to learn about each other. An excellent way to do this is to have the classes exchange a video about themselves and their school/college/university.

At my school the English club students participated in the email exchange. The students made a video that included snippets of the school's various club activities, the cultural festival, the English club play, self introductions and, of course, cleaning time. The videos were exchanged and the students were soon bursting with questions. The Australian students incredulously inquired: "You really have to clean the school?" "That sucks man." "Do you like cleaning the school?" and "What cleaning job did you get?" To which the Japanese students responded with interesting and informative variety: "I hate it" "I don't mind it" and "It's fun because you talk with friends." The importance of a video exchange cannot be overstressed as it paves the way for meaningful email exchanges right from the start.

The following email exchange project was used to develop language, thought, and cultural awareness amongst junior high school students in Australia and

Japan. The students exchanged a survey to examine their perceptions of another culture and their own and to learn how their culture is perceived by others. The students also reflected upon why and how cultural stereotypes originate and perpetuate. The survey was placed on a website, <www.geocities.com/rebecca19722001>, so that both classes could access the document easily and complete it in the same format. For beginner classes, the website also includes a Japanese translation of the survey, and for more advanced classes there are follow up lesson ideas. The survey was adapted from a presentation given by Ishbel Galloway at TESOL 95.

Worksheet and Survey

Definition: A stereotype is a standardized mental picture that is held in common by members of a group and that represents an oversimplified opinion, prejudiced attitude, or uncritical judgement.

Part One

With a partner, look at the words below and make sure you understand their meanings.

friendly
rude
hard-working
lazy
nationalistic
shy

decisive
sophisticated
greedy
energetic
self-indulgent
conservative

honest
creative
outspoken
intelligent
athletic
outgoing

When you think of Australians, what four adjectives do you most associate with them? Choose quickly as you have a time limit of two minutes. Next decide what four adjectives you least associate with them.

Part Two

Read the following situations and decide how you feel about such behaviour. Circle the number that corresponds to your feeling in the rating column on the right.

1. very common 2. common 3. not strange but not common 4. strange 5. very strange

1. A man wearing a skirt. 1 2 3 4 5
2. Eating meals with your fingers. 1 2 3 4 5
3. Using the same bath water as others in your family. 1 2 3 4 5
4. Bargaining with the salesperson in a department store. 1 2 3 4 5
5. Slurping soup in a restaurant. 1 2 3 4 5
6. A woman breastfeeding her baby in public. 1 2 3 4 5
7. Two adult men holding hands in public. 1 2 3 4 5
8. Adult children living with their parents until they get married. 1 2 3 4 5
9. Sniffing continuously in public when you have a runny nose. 1 2 3 4 5
10. Receiving a present from the bride and groom at a wedding. 1 2 3 4 5
11. Blowing your nose in public. 1 2 3 4 5
12. Eating in public, e.g., on the street. 1 2 3 4 5
13. Your brother or sister marries someone from another country. 1 2 3 4 5
14. Using an umbrella when it's sunny. 1 2 3 4 5

CALL Lesson Plan

- Time: Three club meetings (90 minutes each, one week apart)
- Hardware: One computer per student
- Software: Internet Browser, email account, stereotypes quiz (you will need to create your own stereotypes quiz at <http://schooldiscovery.com> so students can email you their responses. This will allow you to check which students have completed and sent surveys).

Procedure for Class One

Pre-computer work

- Step one (10 minutes): Explain the notion of stereotypes and illustrate with examples. Ask students to brainstorm examples of stereotypes from different countries on the board.
- Step Two (10 minutes): Give students a copy of the Stereotypes worksheet and ask them to complete Part One.

Computer work

- Step one (35 minutes): Ask students to open their email account and to write a letter to their email friend, including the answers to part one of the worksheet.
- Step Two (35 minutes): Ask students to open the stereotypes file, complete the survey, and send the completed survey to the teacher. The teacher will then forward it to the Australian class.

Procedure for Class Two

- Step One (15 minutes): Ask students to open their email account, check the inbox, and print out their friend's answers to part one, including their responses to the survey.
- Step Two (10 minutes): Ask students to call out their friend's responses to part one. The teacher tallies these on the board. For example if 18 out of 25 Australian students chose *friendly* to describe Japanese people the teacher writes *Friendly: 18/25.*
- Step Three (20 minutes): Ask students to summarize the results in sentences using *a few/about half/most/all*. For example, the previous example would be summarized as: "Most of the Australian students think that Japanese people are friendly."
- Step Four (15 minutes): Ask students to call out their friend's responses to the survey. The teacher tallies these on the board. For example, statement

one: a man wearing a skirt, if the responses were as follows: 1. *Very common* (0 people) 2. *Common* (0 people) 3. *Not common but not strange* (3 people) 4. *Strange* (8 people) 5. *Very strange* (14 people) the teacher would tally these answers and with the students select the most common answer.

- Step Five (30 minutes): Ask students to summarize the results as they did in Part One. For example, the previous example would be summarized as follows: "Most of the Australian students think that a man wearing a skirt is very strange." This step could be done in small groups to save time. The teacher prepares a printout of the summaries for the next class or emails the summaries to the students.

Procedure for Class Three

Computer work

- Step One (25 minutes): Ask students to open their email account and write a letter to their email friend including the summaries for part one and two. (This is very time consuming so it's better if the teacher has previously emailed the summaries to the individual accounts). The students then only have to copy and paste the summaries into their letters.
- Step Two (15 minutes): Ask students to check their inbox and print out the summaries from their email friend.

Post computer work

- Step One (15 minutes): Ask students to discuss the Australian and Japanese summaries in small groups and make notes. How do they differ? How do they agree? Is there something in the summaries that surprised you? Why did it surprise you? How can you account for some of the opinions expressed in the worksheet?
- Step Two (20-35 minutes depending on the students' abilities): Ask students to choose an interesting statement and write about it. They can include any interesting comments from their discussion group.

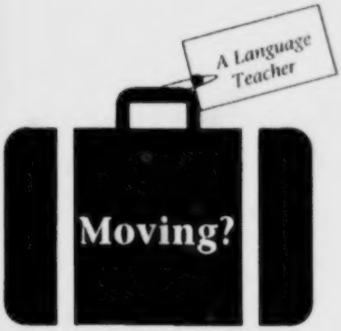
In a follow-up class, ask students to open their email accounts and write a letter to their friend including what they wrote in the last class.

Minishare: Hi-Tech Writing Tip

Jason Byrne, <jbyrne@oopsenglish.com>

Here is a tip in using Microsoft Word to improve student writing. Most Japanese students are likely to own or have access to a personal computer, printer, and a copy of Word. On newer versions of Word, written collaboration and peer correction becomes available.

Ask students to choose the option *Tools menu > Track Changes menu > Highlight Changes* from the menu. They can now use highlighted text to add in comments and when attempting to delete original text, they will find it does not disappear, but is crossed out instead. Once *highlight changes* is activated, these two processes happen automatically. To switch off this Word function, untick the boxes in the *highlight changes* window. When one student sends work to another, the second student can send an edited and commented version back to the authoring student for further review.



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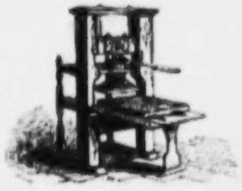

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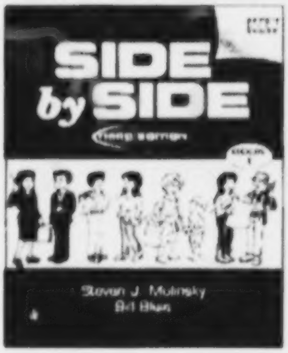

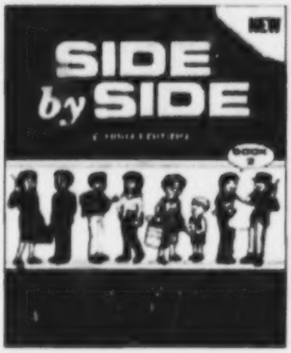

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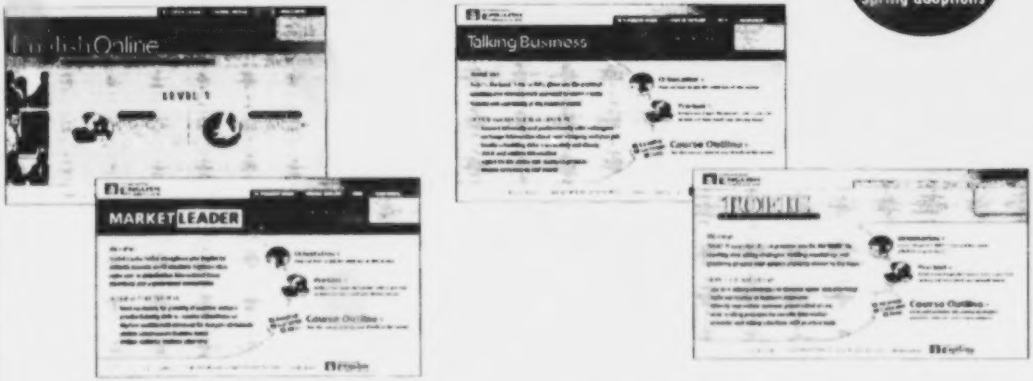

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Book Reviews

edited by amanda obrien

Oxford Advanced Learner's Dictionary, 6th Edition. Oxford: Oxford University Press, 2000. pp. xii + 1539. ¥4,500. ISBN: 0-19-431-551-7 (Hardback). ¥3,500. 0-19-431-552-5 (Paperback). ¥3,400. 0-19-431-537-1 (Compact).

The *Oxford Advanced Learner's Dictionary* 6th Edition is the latest in a line of learner's dictionaries (monolingual dictionaries for nonnative learners of English) descending back to *Hornby's Idiomatic and Syntactic Dictionary* first published in Japan in 1942. Since then, learner's dictionaries have become an essential aid for learners throughout the world.

This new 6th Edition, available in a hardback, paperback, or handy compact version, has retained many of the features that make it a dependable resource for high-level students. The presentation and layout of lexical information continues to be clear and concise. Illustrations are used sensibly where necessary, and colour plates and maps enhance the ease at which information can be absorbed. It claims to have 80,000 references covering both British and American English—most with examples of usage. An IPA pronunciation guide is given at the bottom of each page, alternating between vowels and constants. And, as with the 5th Edition (1995), it is based on corpora of authentic written and spoken English, enabling the compilers to choose words, meanings, and example sentences that reflect up-to-date English that has actually been used.

However, compared to the 5th Edition, there are a number of modifications and new features. It claims to have 4500 new words and meanings. To help with comprehension, the defining vocabulary, i.e., the everyday words used for the definitions, has been reduced by 500 words to just under 3000. Some of the changes reflect a trend in learner's dictionaries towards self-study that go beyond their traditional look-up functions. The language study pages, for example, have been expanded to include guidance on writing letters, faxes, emails, and resumes. In addition, there are five topic pages (computing, cooking, health, musical instruments, and sport), which for the first time present connected words linked by meaning, i.e., in the same semantic range. These would be of particular use to students who wish to write about these topics. Some features have been cut back. For instance, the number of appendices (irregular verbs, geographical names, numbers, punctuation, literary criticism, notes on usage, and defining vocabulary) has been reduced from 10 to seven. Finally, entries with multiple senses have been made easier to read, as almost every meaning has now been given a shortcut (a one- or two-word general meaning highlighted in capitals).

There are, unfortunately, a number of shortcomings. Entries still have no indication of frequency. A simple asterisk to indicate common words would take very little space and would be useful for learners who are studying for examinations. Nor is the defining vocabulary cross-referenced to the main part of the dictionary—this would at least give some indication of everyday words. Disappointingly, there are no exercises in the dictionary itself. Exercises are important, as they not only can train new users in how to effectively take advantage of all the dictionary's features, they can also test learners' knowledge of the lexical items contained therein.

That said, the 6th Edition of the OALD compares favourably with other learner's dictionaries and I could recommend it, but only if perspective buyers do not mind the lack of frequency information. If they do, they would be better off with a dictionary such as its main rival, the *Longman Dictionary of Contemporary English* (Longman, 1995), which is far superior in this respect.

Reviewed by Brian C. Perry
Otaru University of Commerce

Discovering Fiction: A Reader of American Short Stories 1. Judith Kay & Rosemary Gelshenen. Cambridge: Cambridge University Press, 2001. pp. xxiv + 216. ¥3,130. ISBN: 0-521-00559-0.

Discovering Fiction: A Reader of American Short Stories 2. Judith Kay & Rosemary Gelshenen. Cambridge: Cambridge University Press, 2001. pp. xxvi + 285. ¥3,130. ISBN: 0-521-00351-2.

Kay and Gelshenen deliver an excellent set of reading texts that introduce learners to American literature and culture. In both books the authors collected short stories and organized them into five thematic sections, each containing two to four units and a section review. Teachers may choose to jump around and select units in any order, as the reading difficulty does not increase throughout the texts. The second book, written for upper intermediate and advanced learners, was previously published as *America Writes*, but the first book, written for intermediate level students, is entirely new. Although they are rather thick, they are not as daunting as they initially seem because the structure of the units makes the texts quite manageable.

Each unit has pre-reading, reading, and post-reading activities. For pre-reading, each unit in both textbooks has warm-up questions, a new literary term, and idioms and expressions used in the story. The first text differs in that each unit also has a question about the picture that accompanies the story, a story preview paragraph, vocabulary questions, and a section on making predictions about the story. The format for the unit reading sections is identical in both texts—information about the author followed by the story. Stories are printed two columns per page with each fifth line numbered, and they vary in length, running between 77 and 350 lines in the first book (202 average) and between 104 and 743 lines in the second book (386 average). Post-reading activities in both texts include reading comprehension questions, discussion questions, and vocabulary, grammar, and writing exercises. In the first text, students are also asked to read between the lines and understand ideas not specifically stated in the story as well as analyze the story using the literary term introduced in the pre-reading section of the unit. Some of the activities found in the units can be done individually, but others are clearly pair or group activities. There is a large selection of activities allowing teachers to choose those that best meet their classes' needs.

In my class I used all the pre-reading activities, and the reading comprehension and discussion questions after the readings. I found my students interested in the activities because of the quality of the stories. The stories are genuine pieces of literature, not graded EFL/ESL textbook reading passages that are often choppy and unclear because of vocabulary and grammar restrictions. These stories flow smoothly, and my students wanted more than a general understanding. Authors of the stories include Ernest Hemingway, Langston Hughes, O. Henry, Nathaniel Hawthorne, and Ray Bradbury among others, but students (and teachers) do not have to be literature majors to enjoy them. I used units from the first text with a small class (six international studies majors) that did intensive reading in the classroom and extensive reading outside of the classroom (using graded readers with 400 to 1000 headwords), but these texts could be used with larger classes provided the students were high enough to get a general understanding of the stories. Teachers will have to provide explanations to help students gain a better understanding, particularly the cultural issues and idioms, but that often encourages further discussion.

If there are weaknesses in these texts, there are two. First is the lack of color—besides black and white, you get gray with pink or green. Additionally, teachers not overly familiar with American culture may struggle with student questions. Despite these drawbacks, the texts are very good, and I recommend them to anyone looking for a reading text for intermediate-level or higher students.

Reviewed by Paul Westrick
Hagi International University

Recently Received

compiled by linh t. pallos

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All *final notice items will not be available* for review after the 31st of January. Please contact the Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Supplementary Materials

!Internet Surfing: Hawai'i. Volker, C. A. & Hoko, T. Nagoya: Sankeisha Publishing, 2001.

For Teachers

Teachers' voices 7: Teaching vocabulary. Burns, A. & de Silva Joyce, H. (Eds.). Sydney: National Centre for English Language Teaching and Research, 2001.

JALT News

edited by amy e. hawley

Happy New Year! Welcome to the first JALT News Column of 2002. I would like to start off the new year by announcing the results of the JALT National Board of Directors as reported from the National Election Committee (NEC). A big thanks goes out to Michelle Nagashima for all of her hard work as the NEC Chair for 2001. She did a great job on running the elections. As of the PAC3@JALT2001 Conference, Edward Haig stepped in as the NEC Chair for 2002. We welcome him and know that he, too, will do an excellent job with this year's election. Also, a big congratulations goes out to all the newly elected officers. We know that they will serve JALT to the best of their abilities and we all look forward to their leadership and guidance over the next two years (or one year in Larry Cisar's case).

あけましておめでとうございます！2002年初のJALTニュース・コラムにようこそ！今年の始まりは、NEC（選挙管理委員会）の報告によるJALT全国選出役員の選挙結果からです。2001年選挙管理委員長としての、ミシェル・ナガシマの活躍に心より感謝申し上げます。彼女には今回の選挙にも多大なご協力を賜りました。

また、JALT　2001年PAC３会議開催につき、エドワード・ヘイグが2002年選挙管理委員長となりました。彼を心より歓迎し、今年の選挙でのご活躍を期待しようではありませんか。また、新役員の皆さん、本当におめでとうございます！一同、JALTにて、その能力を余すところ無く発揮され、この二年間（ラリー・サイザーは一年間）のリーダーシップとご指導を承りたく存じます。

JALT National Board of Directors Election Results
President for 2001-2003: Thom Simmons
Vice President for 2001-2003: Ishida Tadashi
Director of Programs for 2001-2002: Larry Cisar
Director of Membership 2001-2003: Hugh Nicoll

Who got the votes?

President	
Thom Simmons	148
Ishida Tadashi	2
Joe Tomei	2
Malcolm Swanson	9
Mark Zeid	1
Alan Mackenzie	1
Peter Gray	2
Peg Orleans	1
Bill Pellowe	1
Laura MacGregor	1
Anybody	1

Vice President	
Ishida Tadashi	166
Thom Simmons	1
Bill Pellowe	1
Tom Bradley	1
Alan Mackenzie	2
Yoshida Kensaku	2
Tim Newfields	1

Director of Programs	
Larry Cisar	161
Guy Modica	2
Eamon McCafferty	1
Andy Barfield	1
Paul Collette	1
Donna Fujimoto	2
Keith Lane	2
David McMurray	1
Robert Waring	1
Joy Jarman Walsh	1

Director of Membership	
Hugh Nicoll	174
Joe Tomei	1
David McMurray	1

Submitted by Michelle Nagashima,
JALT 2001 NEC Chair

JALT全国選出役員選挙結果

理　事　2001年-2003年　トム・シモンズ
副理事　2001年-2003年　タダシ・イシダ
企画担当理事 2001年-2002年　ラリー・サイザ
会員担当理事 2001年-2003年　ハフ・ニコル

得票結果

理　事	
トム・シモンズ	148
タダシ・イシダ	2
ジョー・トメイ	2
マルコム・スワンソン	9
マーク・ザイド	1
アラン・マッケンジー	1
ピーター・グレイ	2
ペッグ・オーリンズ	1
ビル・ペロウ	1
ローラ・マグレガー	1
無記名	1

副理事	
タダシ・イシダ	１６６
トム・シモンズ	1
ビル・ペロウ	1
トム・ブラッドリー	1
アラン・マッケンジー	2
ケンサク・ヨシダ	2
ティム・ニューフィールズ	1

企画担当理事	
ラリー・サイザー	１６１
ガイ・モディカ	2
イーモン・マカファーティー	1
アンディー・バーフィールド	1
ポール・コレット	1
ドナ・フジモト	2
キース・レイン	2
デイビッド・マクマレー	1
ロバート・ウォーリング	1
ジョイ・ジャーマン・ウォルシュ	1

会員担当理事	
ハウ・ニコル	１７４
ジョー・トメイ	1
デイビッド・マクマレー	1

JALT2001　選挙管理委員長
ミシェル・ナガシマ記

SIG News

Edited by coleman south

It would be ideal if reports from the SIG activities and meetings at the PAC3 at JALT Conference in Kitakyushu could have been included in this column, but there was simply not enough time to put them together, get them input, proofed, and in to the printer in time—the deadline was only a few days after the conference. Please look for those items in the February issue.

This issue includes the second part of Alan Mackenzie's piece. The first part, in last month's issue, listed the steps and gave advice for JALT members who might be thinking about starting a new SIG. This part lists some other important things to consider before setting off on that journey.

Junior & Senior High School—*English in Elementary Schools: What Will It Mean for Secondary School Teachers?* The Jr./Sr. High SIG will be sponsoring a discussion on *Monbukagakusho*'s revised English course of study Saturday, January 19 at Sakuragaoka Girls' Junior & Senior High School in Kita-ku, Tokyo. Noted educator, author, and lecturer Professor Yoshida Kensaku of Sophia University and others will be presenting. For details and further information please check the following website: <www.esl.sakuragaoka.ac.jp/tsh/january19.html>.

Testing and Evaluation—There is an ongoing call for papers for the May 11-12, 2002 conference *Language Testing in Asia in the 21st Century* being sponsored by the Testing & Evaluation SIG. A special keynote speech by J. D. Brown of the University of Hawaii, one colloquium on institutional testing, and 14 other presentations on testing will be featured at that conference. For further information, visit <www.jalt.org/test/conference.htm>.

Forming a New SIG Part 2: Things to Consider
In the December column, I listed the steps required to create a new SIG. In this column, I would now like to add some things to consider for those who want to form a SIG. Currently, JALT has a total of 13 Full, 4 Affiliate (GALE, FLL, Pragmatics, OLE), and 2 Forming SIGs (Applied Linguistics, Crossing Cultures). Recently, another two have announced that they are in the process of forming (Eikaiwa and Pronunciation), giving us a total of 21 possible Full SIGs in the future. Recently, discussions on SIGNIF (the SIG email list) have focused on whether we need so many SIGs. Does this proliferation show a healthy concentration of the interests of our members on their specific areas of study, or does it serve to fracture our membership into ever smaller groups that have little contact with each

other but which may have a great deal of overlap in their chosen specialities? There are many different justifiable views on these issues. The purpose of my comments here is to clarify those issues within the framework of JALT as an organisation and suggest alternatives to forming SIGs for the future.

Firstly, the formation of a new SIG puts a financial burden on JALT's:

a) National finances. We already have financial difficulty. Forming each new Full SIG adds ¥50,000 to the national budget for SIGs. In the future, this may result in all SIGs receiving a lower grant because the possible pool of finances needs to be frozen due to budgetary constraints on the whole of JALT. By forming a new SIG, you may be depriving other SIGs of finances.

b) Membership. Just as JALT has needed to cut back on expenses recently, so have our membership. Members chose an average of two SIGs to join. Given that JALT membership is decreasing, increasing the SIG choices available to members decreases the total membership of each SIG. Again, formation of a new SIG could be harmful to other existing SIGs.

c) Publications. Forming a new SIG necessarily involves forming a new publication when JALT publications already have difficulty filling their pages. Also, SIGs who solicit targeted advertisements for their publications may be taking revenue away from larger, general publications like *The Language Teacher*, which may need the money more.

Secondly, the special interests of a group of teachers may already be included within another SIG. Rather than form a new SIG, there may be a way of forming a group with that specific sub-interest within an already existing SIG. Such a sub-SIG could be allocated a fixed number of pages or columns within a larger SIG publication and have free editorial control over it. Also, larger SIGs or JALT national publications could divide their newsletters into columns (as in *On CUE*) with different foci that concern the members at large. This would clarify the scope of the SIG and open up more possibilities for specific concentration on particular areas within the publications.

Thirdly, the reasons for forming a SIG are many. There may be a genuine need for a specific population of teachers to communicate with each other that does not exist at present, as in the case of the Forming Eikaiwa SIG. Other groups may wish to focus on specific aspects of teaching life like materials writing (MW) or employment issues (HELP). Still others look at issues in teaching like bilingualism (BIL) and global issues (GI). These reasons are all rational and help to develop JALT as an organisation and encourage teacher-teacher communication. However, there are other reasons for setting up new groups. Sometimes people disagree about the direction in which a SIG should go, leading to a factional split. Others may find certain personalities within an existing SIG difficult to deal with and so, rather than deal with them, they set up their own group.

Finally, the promoters of a new SIG may simply be unaware that their special interest could be covered within an already existing group or may be unaware of the possible consequences forming a new SIG may have for the rest of the organisation. Forming a new SIG should be an altruistic act that fulfils a specific need of the members within the organisation as a whole. If your desire to form a SIG is at all ego driven, or less than fully informed, you should consider an alternative course of action.

The purpose of this article is neither to encourage nor discourage new SIG formation. JALT National can do nothing to stop a new SIG attempting to form. However, getting a new SIG off the ground is a long, torturous process and you may find that you will never achieve the required criteria for SIG formation despite your hard work. Also, the formation of a new SIG may not be a good thing for other SIGs. Furthermore, within JALT there are a number of outlets through which individuals with specific study interests can already communicate. Before attempting to form a new SIG, please consider the following courses of action:

1. Read the list of current SIGs and consider whether your particular interest could possibly come under the scope of one. Contact the SIG coordinator to discover if they would be interested in the formation of a sub-SIG that deals with your area of interest.
2. Contact the editor of a JALT publication and enquire into the possibility of defining a new, regular column within that publication that would deal with your special interest and which you could edit.
3. Post your idea for another SIG on SIGNIF to discover how other SIGs feel about it and whether they think they already deal with your special interest.
4. Rather than form a new SIG, form an email discussion list and webpage that deals with your area of special interest and advertise it through JALT publications and email lists.

Alan Mackenzie
CUE SIG Coordinator & National SIG Representative

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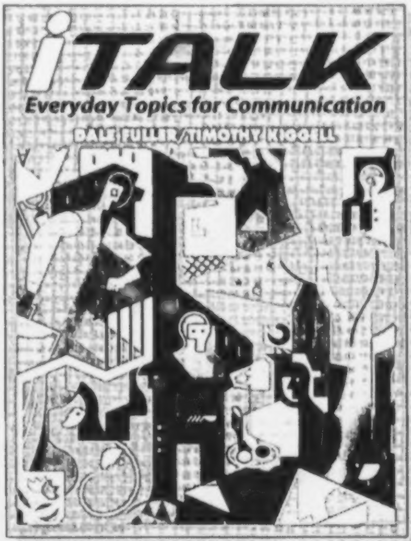
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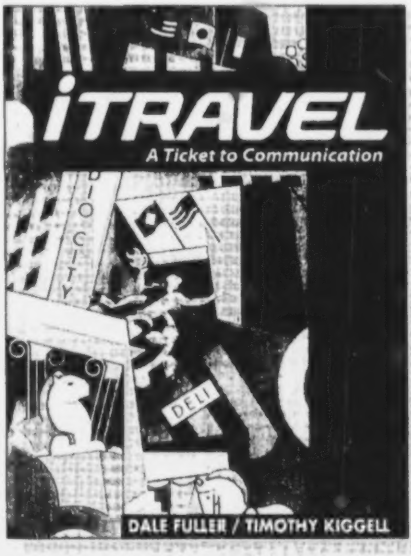
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Forming SIGs

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Chapter Reports

edited by richard blight

Gifu: October—*Conversation Strategies & Timed Conversations* by Tom Kenny. Professor Kenny conveyed the importance of teaching students conversational strategies by showing them how to use specific strategic "utterances" in order to converse interactionally in the target language. He distinguished between interactional conversations which relate to the social functions of communication, as opposed to transactional conversations which relate to the transfer of information. With the introduction of "Timed Conversations," Kenny offers us a highly effective vehicle for achieving this aim of interactional conversation fluency. In listening to this presentation, I was personally reminded of the theory conveyed in Jack Richard's chapter "Conversationally Speaking" in his book *The Language Teaching Matrix*. With Timed Conversations we have a means of transferring much of this theory into practice. And while one can say that Kenny's Timed Conversation technique is not an end in itself (i.e., there are a multitude of techniques and activities we can and should use in the classroom for elevating our students' communicative competence), it certainly is an important addition to any language classroom that seeks to make its students communicatively competent by enhancing and expanding their conversational strategies.

Reported by Paul Doyon

Kyoto: September—Introducing Public Elementary School English and the *Monbusho Practical Handbook for Elementary School English Activities* by Tom Merner. The presenter first explained the background preparation for the introduction of the new Period of Integrated Study (*Sogotekina Gakushu no Jikan*) to the public elementary school curriculum in 2002. Since 1990, over 60 schools around the country have been piloting courses from the four options proposed: International Understanding, Environmental Issues, Health and Welfare, Computer Studies. He emphasized that English will be one of many options in the International Understanding category, but that it will not be an official subject, so there will be no curriculum or textbooks provided. Lessons will be labeled English Activities (*Eigokatsudo*). Furthermore, school principals will have the authority to decide if and when English will be included in the three hours a week allotted to the Period of Integrated Study. The presenter pointed out that in spite of the pilot programs, there has been inadequate preparation for the introduction of English at elementary school level, and teachers are presently faced with a number of problems. Firstly, there is a lack of clearly defined goals for the English Activities lessons. The only goal stated by *Monbusho* is to expose children to foreign cultures and lifestyles. Furthermore, the guidelines say that reading and writing should not be taught, which makes progress extremely difficult and leads to the use of *romaji* to transcribe what has been said in English. Teachers in junior high schools say that with no fixed syllabus for elementary school English, students will start junior high with different levels of knowledge. There needs to be an overall syllabus from elementary to senior high school level. Secondly, there is a lack of teacher training and resources. Although support programs are being started at some universities and *senmon gakko*, there is not enough teacher training taking place because English will not be an official subject and so is not included in the training programs at teacher-training universities and colleges. The only resource for teachers provided by *Monbusho* is the handbook, which is a very basic manual. Thirdly, there are unrealistic expectations about what can be achieved in the time available, which puts undue pressure on teachers. And finally, the new Period of Integrated Study represents a complete departure from the teacher-centered teaching style that the majority of teachers are used to. The three hours available are an open framework for the teachers to use as they like. The students are expected to be active in these classes and the teachers are expected to nurture problem-solving skills. Many teachers are at a loss with no syllabus or textbook and are quite naturally waiting for *Monbusho* to tell them exactly what to do. The presenter emphasized that there are conflicting ideas about how to teach English effectively to children and that the current tendency of many pilot schools to simply make children memorize English phrases does not teach them how to communicate in English. Materials need to be developed which encourage children to think for themselves about the meaning of what they hear and say.

Reported by Amanda Gillis-Furutaka

Nagasaki: October—Video and Movies in the Classroom by Vernon Chun, with Paul Rosengrave. Chun led a workshop once again based on a theme which appeared at a local chapter My Share meeting last December. Chun explained that using movie videos in the language classroom can help students to take responsibility for their learning by encouraging independent study. In some of his classes, such an objective is necessary owing to the large number of students—he's had as many as 350 in one section of the course, although he maintained that his approaches were practical also for smaller numbers. In order to demonstrate his comprehensive approach to teaching with movie videos, he introduced a recent one, *Galaxy Quest*. This is an American film which is partly science fiction, and partly a parody of the fan cult which has grown up around the TV and movie series *Star Trek*. One of his methods is to provide students with a transcript of the movie. He showed us interesting hardware and software to generate closed-captioned subtitles, and to store them on computer for later conversion into scripts. Chun provided samples of cloze exercises, listening exercises, character identification exercises, puzzles, and comprehension questions, as well as a final exam. Rosengrave (from Pearson Education) was also available for queries about various video and movie products. He provided catalogues and sample inspection copies of Penguin readers, as well as other materials concerned with video work in the classroom.

Reported by Tim Allan

Nagoya: October—1) Magical Journeys: Folktales in the Classroom by Robert Croker. Croker teaches a university course on Asian folktales and demonstrated some of his activities. One of the many interesting ideas was "pair-sharing." Students are given a folktale to read at home. In the next class, students who have read the same story are paired together and tell their story collaboratively. After they have told their tales, Croker encourages them to play around with the story by, for example, changing the ending, or changing the gender of some of the main characters. One of the strengths of pair-sharing is that, as storytelling can initially seem a daunting task, the knowledge that their partner has read the same story and can help them if they have difficulty is a great comfort to students as they prepare for the next stage, which is to change partners and exchange stories with someone who has read a different tale. In Croker's course, students study and retell stories from various Asian countries. He showed us how he helps students to record key language points and improve their storytelling technique by keeping a checklist of points to work on. The culmination of the course is when students write their own folktale. Croker showed us comments that his students had made about the course and shared a story called "The Secret of Rainbows," which one of his students had written.

2) **Taking Fairy Tales off the Road** by Bev Curran. Curran demonstrated two activities which make use of closed-captioned videos. In the first activity, students are placed in groups and each group watches a seven- to ten-minute section of a 70-minute Disney film. They make notes while watching and later retell their section of the story to the rest of the class. In the second activity, students are given a transcript of a section of the movie. Each student is given a line to read and then asked to listen to how the line is delivered in the film. The video is then replayed with the sound turned down and students must try to keep to the speed of the video in rendering their lines—a challenging activity but one which students become more successful at with practice. It is an excellent way of focusing on English intonation and one which guarantees a lot of fun—we certainly enjoyed trying it out. Curran also noted that variations on well-known fairy tales are found in many cultures and often form the basis of Hollywood movies: *Pretty Woman*, for example, can be seen as a modern-day *Cinderella* story and *As Good as it Gets* can be compared to *Beauty and the Beast*. Interesting discussions can be had by asking students which character is like Prince Charming and which is like the Fairy Godmother. She also noted that fairy tales provide a good basis for examining gender roles and that interesting discussions can arise from looking at alternative versions of popular tales.

Reported by Bob Jones

Chapter Meetings

edited by tom merner

Fukuoka—***Book Fair!*** Various speakers. Details were not confirmed at submission time so please check <http://kyushuELT.com> for full details. *Sunday January 27, 10:00-18:00; Fukuoka Building (Tenjin); free for everyone.*

Gunma—***Introducing Public Elementary School English and the* Monkasho *Handbook*** by Tom Merner, Japan College of Foreign Languages. English instruction is about to become an option for the new "Period for Integrated Studies" in the Japanese public schools. *Monkasho* has published the "Handbook for Elementary School English Teaching Activities," to provide support to teachers. Merner, a member of the authoring committee, will introduce the handbook, share views about the direction public elementary school English seems to be heading, and introduce results of a survey about the current situation in schools which have already implemented English. *Sunday January 27, 14:00-16:30; Gunma Prefectural College of Health Sciences (323-1Kamioki-machi, Maebashi); one-day members 1000 yen, students 200 yen, newcomers free.*

Hokkaido—The Hokkaido International Business Association (HIBA) and the Hokkaido Chapter will be cosponsoring a conference dealing with living and working in Hokkaido. This conference is aimed at teachers who may be considering crossing over from teaching to other business fields in Japan such as translation, trade, construction, hospitality, and tourism, and will feature panel discussions, presentations, and networking opportunities. There will also be panelists from the field of English teaching who will give advice to those who would like to either enter the field of language teaching or improve their teaching skills. The featured speaker for this section is Mary Virgil. Mary is a successful teacher in the Sapporo area and will be sharing some of her classroom insights as well as practical tips for teachers. Please visit our homepage for address and directions to venue, and the schedule of this event. If you have any questions, please contact Robert McGuire at <xz9r-mcgr@asahi-net.or.jp>. *Sunday January 27; Hokkaido International School; 9:30-15:30.*

Kagoshima—***International Haiku*** by David McMurray, *haiku* poet, *haiku* editor for the *International Herald Tribune*, and past JALT National President and Treasurer. McMurray will conduct a *haiku* workshop. The moon full / I watch the volcano / all night long. Members are encouraged to send their *haiku* about Kagoshima to David at <mcmurray@int.iuk.ac.jp> before the workshop so that he can help us get better. *Saturday January 26, 14:00-16:00; Yoka Center (Daiei across from Nishi Kagoshima Station).*

Matsuyama—***The Gothic Tradition, Past and Present*** by Francoise Carter, Ehime University. The Gothic tradition still has a powerful influence on contemporary culture. This talk will first examine the British 18th century Gothic revival in art and architecture and the birth of Gothic fiction. The second part will examine the historical context of John Polidori's and Mary Shelley's creation of two of the most enduring characters of the Gothic tradition, the vampire and Frankenstein's monster. *Sunday January 13, 14:15-16:20; Shinonome High School Kinenkan 4F; one-day members 1000 yen.*

Nagasaki—***Facilitating English Language Learning*** by Ruth Cohen, University of Technology, Sydney, Australia. This presentation is about pedagogy as it applies to language teaching. This seminar will examine how using appropriate classroom learning and reflection activities can promote the development of communicative language by students and provide examples of activities which teachers can use. We will focus on the methods that can help facilitate learning by making it relevant and interactive, and identify strategies that encourage students to use the target language in school and external settings. This seminar will also examine the use of peer learning activities. For teachers working in classrooms with JETS, this seminar can also consider ways to make that relationship more productive. This is a commercial presentation by the English Language Teacher Education Australia Project, which is sponsored by the Australia Japan Foundation. *Saturday January 26, 13:30-16:30; Nagasaki Shimin Kaikan; no admission charges this month.*

Nagoya—***Developing English Skills in Young Learners*** by Michelle Nagashima and Marc Helgesen. Increasing opportunities for speaking, reading, writing, and developing learner independence are at the elementary school level. Marc will conduct an activity-based workshop exploring techniques for using the inner voice in the classroom, encouraging sensory awareness and mental rehearsal. *Sunday January 20, 13:00-16:30; Sakae Gas Bldg Conference Rooms A and B on the 4th Floor; free admission.*

Omiya—***The Cancer of Competition*** by Chris Hunt. Most teachers regard the use of games as beneficial to language learning. But little attention has been given to the effect of the structure of the games. By comparing the structure of competitive games with cooperative games the presenter will demonstrate how the structure affects learning. The inherent problems of competitive structures will be outlined and solutions given. By directly experiencing different structures participants will come away with practical new activities and an understanding of how games fit into the classroom context. *Sunday January 13, 14:00-17:00; Omiya Jack 6th floor; one-day members 1000 yen.*

Toyohashi—***Facilitating English Language Learning*** by Ruth Cohen, University of Technology, Sydney. See the Nagasaki announcement above for details. *Sunday, January 27, 13:30-16:00; Building 5, Aichi University, Toyohashi Campus; free admission.*

Yamagata—***Some Aspects of British Society*** by Paul Snookes, Yamagata University. The presenter will introduce various aspects of the British society and how it has evolved over the past one hundred years by talking about his family over four generations. *Saturday January 12, 13:30-15:30; Yamagata Kajo Kominkan (t: 0236-43-2687); one-day members 1000 yen.*

Yokohama—***The Use of Proverbs in Teaching Communicative English*** by Bill Dare. A mutually understood proverb amounts to instant communication, often before the speaker has even finished saying it! The presenter will show how he applies proverbs to the dialogues and even the exercises in his English textbook, *Let's Learn Colloquial English*. In each case the proverb will be compared and/or contrasted with its counterpart Japanese *kotowaza*. This process can result in a remarkable learning experience, combining L2 acquisition with proverbial wisdom. *Sunday January 13, 14:00-16:30; Ginno Bunka Kaikan (near Kannai station); one-day members 1000 yen.*

Chapter Contacts

edited by tom merner

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact person should send all information to the editor: Tom Merner; t/f: 045-822-6623; <tmt@nn.iij4u.or.jp>.

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Job Information Center

edited by paul daniels

To list a position in The Language Teacher, *please email <tlt_jic@jalt.org> or fax (0463-59-5365) Paul Daniels, Job Information Center. Email is preferred. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary. If you want to receive the most recent JIC listings via email, please send a blank message to <jobs@jalt.org>.*

Aichi-ken—The Department of British and American Studies at Nanzan University in Nagoya is seeking a full-time, tenure-track professor of English as a foreign language. **Qualifications**: PhD in TEFL or applied linguistics, presently holding the rank of professor at a university; experience in graduate program instruction; publication of two books or equivalent; Japanese language ability. **Duties**: teach graduate level courses in TEFL methodology; teach undergraduate courses in English language; participate in the University's entrance examination system. Duties may include teaching an undergraduate seminar in TEFL methodology and coordinating English-language instruction programs. **Salary & Benefits**: Salary to be determined according to University pay scales; research allowance; library allowance. **Application Materials**: resume; two letters of recommendation; official evidence of degrees awarded; up to three samples of publications; a statement of up to 250 words concerning your career goals. **Contact**: Mr. Sasaki Tsuyoshi, Chair, Department of British and American Studies, Nanzan University, 18 Yamazato-cho, Showa-ku, Nagoya 466-8673. Our website is <http://www.nanzan-u.ac.jp/>.

Niigata-ken—*Southern Illinois University* Carbondale in Niigata (SIUC-N) is seeking an Instructor for their Intensive English Program (IEP) for 11 months from June 4, 2002 to May 10, 2003, renewable upon agreement by both parties. **Duties**: teaching (20 hours per week of classes and 5 office hours per week); participating in school/dorm events; supervising club activities; advising students; participating in recruitment activities, as well as school promotional events and programs; attending faculty meetings. **Qualifications**: Successful candidates will have a Master's in ESL or Applied Linguistics and experience teaching in an ESL program in an academic setting. The environment in the IEP features aspects of both an American university and a Japanese business; therefore, cooperation is key. Candidates must also be flexible regarding participation in school events and activities. Some familiarity with Japanese styles of teaching and learning is helpful. **Working Hours**: While teachers are generally at school throughout the business day, they enjoy academic freedom in their working hours. Provided that teachers are able to keep up with their teaching and other work, and they are willing to help with school functions as needed, there are no set rules concerning the hours expected to be at school. **Annual Salary**: 3.3 million yen ($27,500 at the exchange rate of $1.00=120 yen). Monthly deductions are made for income tax, health insurance, pension, housing maintenance fee, and unemployment insurance, totaling about 50,000 yen per month. **Housing Benefits**: Free housing and telephone line (not free phone calls) are provided for all IEP faculty members. (Note: In order to allow for reconciliation of the bill prior to the employee's departure, if the contract is not renewed, the phone line is cut off on the 15th of the month prior to the employee's departure.) Paid Vacation: 10 days, including sick leave. Holidays: Most weekends, Japanese National Holidays, and holidays designated by the Pacific School Entity. (Upon application, the school calendar will be available for your review.) **Travel Allowance**: a 150,000 yen (approximately valued at $1,250) travel allowance will be provided for travel to and from Japan. It is reimbursed to the employee on the first paycheck. If the employee leaves before the end of the contract period, the travel allowance must be reimbursed to the employer and may be deducted from the final paycheck. **Application Deadline**: Jan. 31, 2002 (Interviews will be held in Feb. 2002. The hiring decision will be made and the contract will be signed by early Feb. 2002.) Applications may be sent via email or fax. Please send a resume and cover letter to the attention of Cyndi Peterson, Chairperson of the IEP Hiring Committee *<siuc_n@yahoo.com>, f: 81-254-43-6202.*

Tokyo-to—The English Department at Aoyama Gakuin University is seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications**: resident of Japan with an MA in TEFL/TESOL, English literature, applied linguistics, or communications; three years university teaching experience or one year university English teaching experience with a PhD. **Duties**: teaching small group discussion, journal writing, and book reports; collaboration with others in curriculum revision project; publications; experience with presentations; familiarity with email. **Salary and Benefits**: comparable to other universities in the Tokyo area. **Application Materials**: apply in writing, with a self-addressed envelope, for an application form and information about the program. **Deadline**: ongoing. **Contact**: PART-TIMERS; English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366.

Tsukuba City, Ibaraki-ken—Meikei Junior High/High School is looking for a part-time native-speaker English teacher to start work in April 2002. **Qualifications**: BA or BSc with some EFL experience; basic Japanese language ability preferable. **Duties**: teach 10 to 18, 45-minute classes/week; help with department events such as English plays; speech contests, etc. **Salary and Benefits**: Salary is competitive and based on experience; a twice yearly bonus; a contract renewable on a yearly basis subject to performance. **Application Materials**: CV/resume; a photo; two references; a copy of degree/diploma. **Deadline**: ongoing until filled. **Contact**: Okubo Masahiko; Meikei High School, 1-1 Inarimae, Tsukuba-shi 305-0061; t: 0298-51-6611; f: 0298-51-5455; email: <okubo@meikei.ac.jp>. **Other information**: There is a compulsory interview; only applicants considered suitable for the position will be interviewed.

Web Corner

You can receive the updated JIC job listings on the 30th of each month by email at <jobs@jalt.org> and view them online on JALT's homepage (address below). Here are a variety of sites with information relevant to teaching in Japan:

1. EFL, ESL and Other Teaching Jobs in Japan at

<www.jobsinjapan.com>
2. Information for those seeking university positions (not a job list) at <www.debito.org/univquestions.html>
3. ELT News at <www.eltnews.com/jobsinjapan.shtml>
4. JALT Jobs and Career Enhancement links at <www.jalt.org/jalt_e/main/careers/careers.html>
5. Teaching English in Japan: A Guide to Getting a Job at <www.wizweb.com/~susan/mainpage.html>
6. ESL Café's Job Center at <www.pacificnet.net/~sperling/jobcenter.html>
7. Ohayo Sensei at <www.wco.com/~ohayo/>
8. NACSIS (National Center for Science Information Systems' Japanese site) career information at <jrecin.jst.go.jp/>
9. The Digital Education Information Network Job Centre at <www.go-ed.com/jobs/iatefl>
10. EFL in Asia at <www.geocities.com/Tokyo/Flats/7947/eflasia.htm>
11. Jobs in Japan at <www.englishresource.com/classifieds/jobs.shtml>
12. Job information at <www.ESLworldwide.com>

Bulletin Board

edited by timothy gutierrez

Contributors to the Bulletin Board are requested by the column editor to submit announcements of up to 150 words written in a paragraph format and not in abbreviated or outline form. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor.

Calls for Participation

The Pan-SIG Consortium—would like to invite you to participate in a joint SIG conference with the following themes: "Practical and Theoretical Aspects of Bilingual Development and Education" by the Bilingual (BIL) SIG, "Curriculum Innovation" by the College University Educators (CUE) SIG, and "Language Testing in the 21st Century" by the Testing and Evaluation (T&E) SIG, to be held at Kyoto Institute of Technology, May 11-12, 2002. The Testing and Evaluation SIG will have guest speaker Dr. James D. Brown from the University of Hawaii. Please refer to the URLs below for further information on submissions and other information. Bilingual Development Forum 2002 (BILDF): Practical And Theoretical Aspects of Bilingual Development and Education, <http://res.ipc.kit.ac.jp/~pwanner/>; Cue SIG Conference 2002: Curriculum Innovation, <http://www.wilde.org/cue/conferences>; Testing and Evaluating SIG Conference 2002: Testing and Evaluation in the 21st Century, <http://jalt.org/test/conference.htm>

Nepal English Language Teachers' Association (NELTA)—9th International Conference will be held in Kathmandu from 22-24 February, 2002. The theme is "Evaluation in ELT." For presenter's proposal form and registration details please contact: Mr. Ganga Gautam at <ggautam@wlink.com.np> or Mr. Jai Awasthi at <awasthi@enet.com.np>.

Other Announcements

Staff Recruitment—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit your curriculum vitae and cover letter to the Publications Board Chair; <pubchair@jalt.org>.

Submissions

The editors welcome submissions of materials concerned with all aspects of language education, particularly with relevance to Japan. Materials in English should be sent in Rich Text Format by either email or post. Postal submissions must include a clearly labeled diskette and one printed copy. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくＡ４版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず１文字空け、１行２７字、横書きでお願いいたします。１頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

*The Language Teacher*は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well written, well-documented and researched articles of up to 3,000 words. Analysis and data can be quantitative and qualitative (or both). Pages should be numbered, new paragraphs indented (not tabbed), word count noted, and subheadings (**boldfaced** or *italic*) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should be sent in separate files. Send all material to Robert Long.

日本語論文です。４００字詰原稿用紙２０枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・　真は、本文の中には入れず、　紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、　文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を　紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、掲否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to the editor.

原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。

紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Interviews. If you are interested in interviewing a well-known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは１，０００字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the My Share editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。　紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

ＪＡＬＴによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の１５日にJALT News編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、ＳＩＧＳ編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に SIGS 編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から４枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(ｅ) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の１５日に Chapter Reports 編集者必着です。日本語の報告は Chapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の　介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. Email or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 20th of the month, 2 months prior to publication.

ＪＡＬＴ以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。ＪＡＬＴ以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及び JALT は、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の20日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

求人欄です。掲載したい方は、Job Information Center/Positions 編集者にAnnouncement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。なお、求職広告不掲載が JALT Executive Board の方針です。

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For information on advertising in *TLT*, please contact the JALT Central Office: tlt_adv@jalt.org

Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 39 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The JALT **International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some $1,000m^2$, an employment center, and social events. **Local chapter meetings** are held on a monthly or bimonthly basis in each JALT chapter, and **Special Interest Groups**, SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kumamoto, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Gifu (affiliate).

SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Material Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (affiliate); Foreign Language Literacy (affiliate); Gender Awareness in Language Education (affiliate); Pragmatics (affiliate); Applied Linguistics (forming); Crossing Cultures (forming); Eikaiwa (pending approval); Pronunciation (pending approval). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — **Regular Membership** (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥6,000) are available to full-time students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form *(yubin furikae)* found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

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Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016
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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し，日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは，海外も含めて3,500名以上の会員を擁しています。現在日本全国に40の支部（下記参照）を持ち，TESOL（英語教師協会）の加盟団体，およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは，語学教育の専門分野に関する記事，お知らせを掲載した月刊誌*The Language Teacher*，年２回発行の*JALT Journal*，*JALT Applied Materials*（モノグラフシリーズ），およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育·語学学習に関する国際年次大会には，毎年2,000人が集まります。年次大会のプログラムは300の論文，ワークショップ，コロキアム，ポスターセッション，出版社による展示，就職情報センター，そして懇親会で構成されています。支部例会は，各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会，SIGは，分野別の情報の普及活動を行っています。JALTはまた，テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在，全国に３９の支部と１つの準支部があります。（秋田，千葉，福井，福岡，群馬，浜松，姫路，広島，北海道，茨城，岩手，香川，鹿児島，金沢，北九州，神戸，熊本，京都，松山，宮崎，長崎，名古屋，奈良，新潟，岡山，沖縄，大宮，大阪，仙台，信州，静岡，栃木，徳島，東京，豊橋，西東京，山形，山口，横浜，岐阜［準支部］）

分野別研究部会：バイリンガリズム，大学外国語教育，コンピュータ利用語学学習，グローバル問題，日本語教育，中学・高校外国語教育，ビデオ，学習者ディベロプメント，教材開発，外国語教育政策とプロフェッショナリズム，教師教育，児童教育，試験と評価，ビデオ利用語学学習，他言語教育（準分野別研究部会），外国語リテラシー（準分野別研究部会），ジェンダーと語学教育（準分野別研究部会），語用論（準分野別研究部会），応用言語学（結成段階），比較文化（結成段階），英会話（未承認），発音（未承認）

JALT の会員は一つにつき1,500円の会費で，複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は，8月16日までに，JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については，年次大会で発表をします。

会員及び会費：個人会員（¥10,000）：最寄りの支部の会費も含まれています。学生会員（¥6,000）：学生証を持つ全日制の学生（大学院生を含む）が対象です。共同会員（¥17,000）：住居を共にする個人2名が対象です。但し，JALT出版物は1部だけ送付されます。団体会員(1名¥6,500)：勤務先が同一の個人が５名以上集まった場合に限られます。JALT出版物は，5名ごとに1部送付されます。入会の申し込みは，*The Language Teacher* のとじ込みの郵便振り替え用紙をご利用いただくか，国際郵便為替（不足金がないようにしてください），小切手，為替を円立て(日本の銀行を利用してください)，ドル立て(アメリカの銀行を利用してください)，あるいはポンド立て（イギリスの銀行を利用してください)で，本部宛にお送りください。また，例会での申し込みも随時受け付けています。

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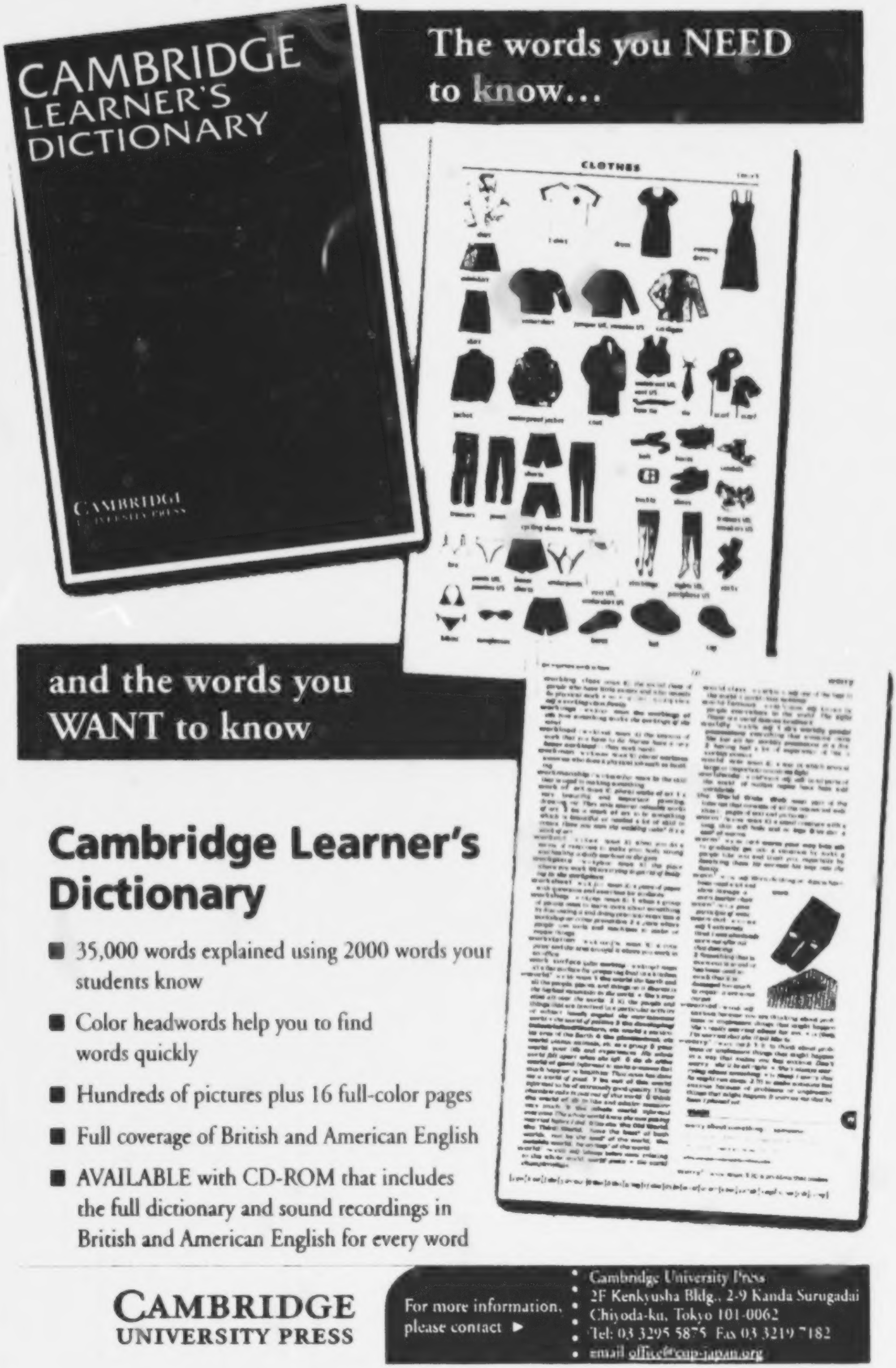

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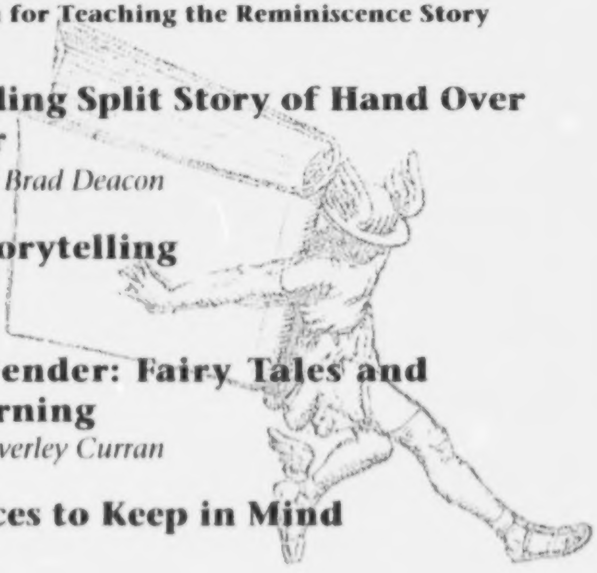
19 **Re-Reading Gender: Fairy Tales and Language Learning**
Erin Burke & Beverley Curran

24 **A Few Resources to Keep in Mind**
Robert Croker



Special Issue: The Narrative Mind

2

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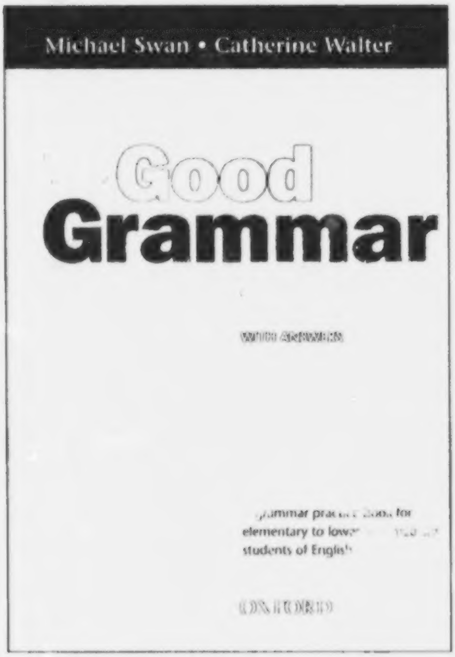

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The Narrative Mind

Once upon a time there was a *narrative turn* in social science research in which many social scientists discovered the ubiquitous presence of stories in our lives. While inspired early on by the likes of George Mead (1977), Mikhael Bakhtin (Holquist, 1990), and Jerome Bruner (1990), much of the human sciences have still remained tied "uncritically to the rationalist epistemology and experimental methodology of the hard sciences" (Pavlenko & Lantolf, 2000, p. 157). The hard science model has brought obvious results, but it has also limited what counts as knowledge when over-valued and over-generalized (even Einstein rated imagination over intelligence). The contention of the narrative turn is that there are many ways of knowing and building knowledge that are equally valid. Stories and different forms of discourse can perhaps teach us in ways that are at times more ecological and efficient (see, for example, Ellis & Bochner, 2000, and the work of Donald Freeman and Shirley Brice Heath).

In this issue, we explore a variety of ways in which stories might be used to enhance learning. We are led in this endeavor by Bruner's (1990) observation that,

> Language is acquired not in the role of spectator but through use. Being "exposed" to a flow of language is not nearly so important as using it in the midst of "doing." Learning a language to borrow John Austin's celebrated phrase is learning "how to do things with words." (p. 67)

Thus, you will notice that more than merely telling stories, we are getting students to "do things with words," to actively narrate their learning lives. We also agree with Nunan (1999) when he says, "[I]t's important to take pedagogical bearings, not just from textbooks, curricula, schemes of work and examination schedules, but also from our learners" (p. 3). Therefore you will find sprinkled throughout, the voices of our students to guide and inform us.

We start out with **Robert E. Jones**' article on how students can learn to tell personal stories and be sensitized to the uses of the grammatical patterns of *used to* and *would*. **Tim Murphey** and **Brad Deacon** look at the split stories they tell and how students can take over the process and generate novel ways of learning. **Sato Kazuyoshi** continues in the same vein noting how his own personal stories inspired modeling behavior and storytelling from his students. Finally, **Erin Burke** and **Beverley Curran** describe how fairy tales can be used to highlight stereotypes and even question the status quo. In the My Share column, **Robert Croker** shows how students' storytelling can be activated with folk stories and **Suzuki Katsuhiko** describes how Japanese high school teachers can excite their classes with personal storytelling. **Charlie Canning** shares one dramatic/narrative form of story-telling known as *kamishibai*. We have also included a short annotated bibliography for your perusal.

In short, all the contributions reveal that through talk and telling stories, as Bruner suggests above, teachers and students are not only imparting information, but as we talk we are creating and learning—we are "doing things with words!" Before you enjoy the contents of this issue we would like to extend our heartfelt thanks to the reviewers of each article and the *TLT* editors for their feedback, encouragement and helpful hand.

Special Edition Editors
Robert Croker
Brad Deacon
Tim Murphey
Kazuyoshi Sato

contents

features

3 We Used to Do This and We'd Also Do That: A Discourse Pattern for Teaching the Reminiscence Story
9 The Never Ending Split Story of Hand Over and Take Over
15 Contagious Storytelling
19 Re-Reading Gender: Fairy Tales and Language Learning
24 A Few Resources to Keep in Mind

working papers

27 Education and Employment Status: Why JALT Should Take Interest in the Issues

conference report

29 The University of Exeter Computer-Aided Language Learning Conference

a sig in your life

31 My First JALT Conference: JALT Jr.—A Great Success

my share

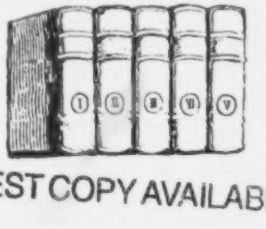
32 Magical Journeys: Folktales in the Classroom
33 Kamishibai English
34 One Japanese SHS Teacher's Story of Storytelling
35 Making Stories Understandable: Some Tips

off the presses

37 That Depends On Where You Want To Go

departments

39 Book Reviews
39 Recently Received
41 JALT News
42 SIG News
43 SIG Contacts
45 Chapter Meetings
47 Chapter Contacts
48 Conference Calendar
51 Job Information Center
53 Bulletin Board
54 Submissions
55 Staff List
23 Advertiser Index



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The Narrative Mind

かつて、多くの社会科学者が、我々の生活におけるストーリーの偏在の存在を発見したことにより、社会科学におけるnarrative turnがありました。George Mead (1977), Mikhael Bakhtin (Holquist, 1990), Jerome Bruner (1990)などにより早くから指摘されていたにもかかわらず、多くの人文科学は、自然科学の合理主義的認識論および実験的方法論とに無批判に強く結びついていました(Pavlenko & Lantolf, 2000, p. 157)。自然科学のモデルは、明白な結果をもたらしましたが、それが過度に評価され過度に一般化された時、知識と見なされるものをも制限しました。narrative turnに関わる論点としては、等しく有用な知識構築及び知識獲得の多くの方法があります。ストーリ及び異なった談話形式は、より効果的な方法を我々に教えてくれるでしょう。

この号では、ストーリーが学習を促進するために使用されるさまざまな方法を検討します。まず、Bruner(1990)の、観点からこの検討を始めます。

> 言語は観察ではなく使用を通じて得られる。言語に「さらされる」ことは、言語活動を「行う」ことの中でそれを使用するほど重要ない。John Austinの有名な句を借りれば、言語学習とはことばを使って、どう行動するかを学習することである。

したがって、単にストーリを語ること以上に、学習者が実際の学習環境で積極的に話す事により「ことばを使って行動する」ということに、読者の皆さんは気づくことでしょう。また、Nunan(1999)の「単に教科書、カリキュラム、スケジュールではなく、学習者から考え方から、教育的な扱いを行うことが重要である」という考え方にも賛同します。それゆえ、学習者の声が我々に道筋を示してくれることにも気づかれるでしょう。

この号では、いかに学習者が個人の話を話し、かつ文法パータンの用途に敏感になることをどのようにして学ぶことができるかについてのRobert Jonesの論文から始めます。Tim MurpheyとBrad Deaconは彼らが語った分割したストーリーと学習者がどのようにプロセスを引き継ぎ、学習の斬新な方法を生み出すかに目を向けています。Sato Kazuyoshiは同じ流れのなかで、彼自身の個人的ストーリが、いかに学習者のストーリーテリングとモデリング行動に誘発されたについて述べています。最後に、Erin BurkeとBeverley Curranは、ステレオタイプを強調し、かつ現状を質問するためにどのようにおとぎ話を使用することができるかについて記述しています。

My Shareコラムでは、Robert Crokerが学習者のストーリーテリングが民話でいかに活性化されるかを示し、Suzuki Katsuhikoは、日本の高校教師が個人的なストーリーテリングによってどのようにクラスを活性化させることができるか説明します。Charlie Canningは「紙芝居」として知られているドラマティックでナレイティブなストーリテリングの形式を紹介しています。

Brunerが上述しているように、全ての寄稿は、talkとストーリテリングを通して、教師と学習者は情報を共有できるだけではなく、語ることにより、創造し学習していることを示しています。そう、「ことばを使って行動している」のです。今月号の内容に入る前に、我々は、心よりそれぞれの著者とＴＬＴの編集者の、フィードバック、励まし、そして、助力に心より感謝の気持ちを示したいと思います。

* * *

The Language Teacher runs Special Issues regularly throughout the year. Groups with interests in specific areas of language education are cordially invited to submit proposals, with a view to collaboratively developing material for publication.

For further details, please contact the Editor.

Robert E. Jones
REJ English House

We Used to Do This and We'd Also Do That:

A Discourse Pattern for Teaching the Reminiscence Story

本論文では、一種の逸話である「思い出話」に着目した。「思い出話」の特徴は、話者が子供時代や学生時代など、過去に経験した興味深い話や、稀な体験について物語ることにある。まずはじめに、私はEgginsとSladeが「会話にあらわれる逸話の研究」（１９９７）で明示した「導入／特質すべき出来事／反応」の構造について説明する。次に、私は「思い出話」において、三つの述語 used to, would, 単純な過去形が、互いに影響しあって、どのようにこの構造を作り上げているかについて言及する。また、これら三つの述語を学習者に示す手順について言及するとともに、学習者に自らの思い出話を効果的に語らせるための指導方法について述べる。

If you have recently attended a family gathering, staff room party or other social event, it is likely that a number of stories will have cropped up in the course of conversation. Eggins and Slade (1997) note that many of these stories take the form of simple anecdotes of a remarkable event about which the narrators wish to share their reaction. These anecdotes may include stories about life's misfortunes, dangerous or amusing situations in which someone has been involved, or amusing tales we have read about in the newspapers.

This article proposes a strategy for teaching a particular narrative pattern often found in one type of anecdote I shall refer to as the reminiscence story. This type of story is situated in the narrator's past, e.g. early childhood, schooldays or a first job, and concerns a particular event that took place during that period. It is often introduced by phrases such as "I remember when we were kids and we used to. . . ." In the pattern I describe, the verb forms *used to* and *would* work together to provide essential background information to the central event described in the story.

Before describing the teaching procedure, I wish to address the role of the two verb forms in the creation of the story. I feel such an account is important for two reasons. First, I feel that teachers and students should have a clear understanding of this pattern, since it is a common one which has attracted the attention of several linguists (Suh, 1992; McCarthy, 1998) and can provide a useful tool for students as they construct their own reminiscence stories. Secondly, it has been suggested that certain misconceptions may exist regarding the relationship between *used to* and *would*. Willis (1990) and McCarthy (1998) both warn that some published EFL materials may have misguided their users with the erroneous claim that *would* as an indicator of past habit is less frequent and more formal than *used to*. An unfortunate consequence of such a claim which is that some teachers may place a heavier emphasis on the teaching of *used to* and relegate *would* to a more secondary role. This would seem to be a serious oversight for, as McCarthy demonstrates, their relationship seems to "have nothing to do with formal/informal distinctions" but, rather, has a discoursal function, as they are found to co-occur "in the same highly informal discourses" (1998, p. 98).

It is the co-occurrence of the two forms, the way in which they work together within the discourse, which is the essential feature of the pattern as it occurs in reminiscence stories. I will describe the pattern with reference to the framework for describing the structure of spoken anecdotes developed by Eggins and Slade (1997) and demonstrate how it relates to a particular reminiscence story in which the *used to/would* pattern occurs, before describing the teaching procedure.

Generic Features of the Conversational Anecdote

Based on a framework originally proposed by Labov and Waletzky (1967; Labov, 1972), Eggins and Slade (1997) demonstrate that conversational anecdotes typically move through five stages: *abstract, orientation, remarkable event, reaction* and *coda*. With the exception of *abstract*, we can see all of these stages at work in the text below. In this anecdote, transcribed from a BBC television documentary, Ray Bradbury, the American science fiction and short story writer, is sitting on a bench with a woman called Betty Williams for whom, during his youth, he harboured an unrequited love.

The remarkable event which Bradbury wishes to relate concerns the night he met Betty unexpectedly after forty years and finally achieved his long-cherished aim to give her a *smooch*. His story begins with an *orientation* in the form of background information about his younger days and the feelings he had for Betty during that time. He then relates the *remarkable event* itself and follows it by expressing his *reaction*: "And then we fell apart laughing." The anecdote finishes when Betty joins in and supplies the *coda*: "I'm sure you met the right woman; she was wonderful."

Ray and Betty's reunion

<Commentator> Although she didn't know it at the time, Betty Williams was Ray's first love.

<Ray> ooh well.

<Betty> I never knew. ((laughing))

<Ray> We knew each other fifty five s- fifty [<Betty> heh heh] six years ago and I used to take her to movies and on the way home from the movie, I'd say, 'Okay, Ray. When we get to her house, she opens the door, you grab her elbows and you give her a big smooch. Okay?' So we'd get to her house, she'd open the door and I'd say, 'Ni-ight' ((makes a hand-waving gesture)) you know [<Betty> heh heh] and then I'd walk down the street saying, 'Dummy! Dummy! Dummy!' ((striking his forehead three times)). This [<Betty> heh heh] happened three or four times so I never not- never got to kiss her goodnight. So, about twenty years ago I was lecturing down town at the Unitarian church, I looked in the front row and there's Betty sitting there looking up at me. [<Betty> heh heh] She came up after and said, 'E:r, y- I hear you don't drive.' I said, 'That's right.' She said, 'Can I give you a ride home?' I said, 'Yes.' So she drove me home. When we got in front of the house, I reached over, grabbed her elbows [<Betty> heh] and gave her a big smooch. And then we fell apart laughing. I said, 'I should have done that forty years ago,' but maybe it's just as well hah.

<Betty> Yeah heh heh I'm sure you met the right woman; she was wonderful.

<Ray> Well—

Used to *and* would

Bradbury's anecdote also provides an excellent illustration of the *used to/would* pattern at work. In the orientation, we find the habitual past being expressed by *used to* and *would*. Then, when the narrator enters the remarkable event stage, there is a switch to simple past.

In their commentary on *used to* and *would*, Celce-Murcia and Larsen Freeman (1999) cite Suh's corpus-based study of the relationship between the two forms and note that:

> In collecting many instances of spontaneous oral narratives with past habitual time references, Suh (1992) noticed that the temporally more explicit *used to* tends to mark an episode boundary or set up a frame for an habitual past event, whereas the more contingent *would* (or *'d*) marks the details or elaborates the topic. (p.169)

McCarthy draws similar conclusions in his examination of data from the University of Nottingham's CANCODE corpus, noting that: "The whole *used to + would* sequence may function as "orientation" . . . for a particular, one-off event or set of events" (McCarthy, 1998, p. 97).

The sequence McCarthy describes is evident in Bradbury's anecdote. We note that he establishes a "frame" or, as McCarthy prefers to call it, a general situation with *used to*: "I *used to* take her to movies" and then switches to the contracted form of *would* as he describes the habitual events within that frame: "we*'d get* to her house, she*'d open* the door and I*'d say*. . . ." Then, as previously stated, he switches to simple past tense when he begins to talk about the event itself.

Both McCarthy and Suh provide numerous examples of this pattern in use. It appears to be common in spoken English and when taught to students of EFL, can be used to structure reminiscence stories of their own. The next section will outline a classroom approach that I have used with both *senmon gakko* students and the adult intermediate students in the language school where I work.

In the Classroom: Introducing the Reminiscence Story

I usually introduce Bradbury's anecdote to students in the form of a split story. This approach, described in detail by Deacon (2000), involves telling the students a story, but stopping at a crucial point and inviting students to provide their own imaginative ending. Using Bradbury's anecdote, I stop at the point where Bradbury sees Betty looking up at him in the church. Students then work in pairs or small groups and try to think of a possible ending to the story. After a few minutes, they share their imagined endings with the rest of the class; I then distribute the transcript and we read it to find out what actually happened.

After this, the focus switches to the language itself and students complete some consciousness-raising activities (Willis and Willis, 1996) to enable them to notice and start thinking about the particular features of the pattern. I normally set two tasks to help students focus on *used to* and *would*. The first task is to answer the question, "Why does Ray use the word *so*?" (underlined in the dialogue). This task is designed to help students notice where the orientation ends and the remarkable event sequence begins. *So*, as it is used in this particular case, marks the boundary between these two stages. The second task is to take three coloured pencils or highlighter pens and mark all instances of *used to*, *would* (or *'d*) and simple past using a different colour for each of the three forms. This task focuses on how *used to*, *would* and simple past are distributed in the anecdote and how they work together to help structure the discourse. The visual impact brought about by the use of the three colours is designed to give the students a vivid and clear representation of this.

While the *used to/would* pattern is the feature on which I place most emphasis when I examine Bradbury's anecdote, I also like to draw attention to other features of Eggins and Slade's model, which are applicable not only to reminiscence stories but to a wide range of story types (see, for example, Jones, 2001 on their use in misfortune anecdotes). Attention can be drawn to the reaction stage with a question like "How did Ray and Betty react to the smooch?"—they fell apart laughing. Attention can be drawn to the *coda* by asking, "What does Betty say to round off the story?" The teacher should point out that, while the coda is optional, the orientation, remarkable event and reaction stages should be present in order for an anecdote to be effective. Teachers might also note how a dramatic tone may be given to reactions by the use of figurative language such as, in this case, *fell apart*, and also give or elicit alternatives such as "burst out laughing," "exploded with laughter."

Consolidation and story production

As demonstrated in the preceding section, Bradbury's anecdote can be used as a vehicle for introducing reminiscence stories and the used to/would pattern. In order to give further exposure to and help consolidate the pattern, I then invite the students to examine a few more examples of the pattern at work. The following example is taken from McCarthy:

> <S01> When I lived in Aberdeen years ago erm we were in a cottage in the country my then wife and I you know and erm the people that lived there before *used to see* apparitions.
>
> <S 02> Oh.
>
> <S 03> Did they.
>
> <S 01> Yeah ten o'clock on a Friday night regularly they *would hear* somebody and they*'d be sitting* in the living-room watching telly and at ten o'clock every Friday they*'d hear* someone walking up the stairs.
>
> <S 03> Yeah.
>
> <S 01> They*'d go* out there and there*'d be* nobody there you know.
>
> (McCarthy, 1998, p. 97)

All of us, teachers and students, can recall little episodes from our childhood or adolescent years about which we have stories to tell.

Students are encouraged by reading examples produced by their peers in other classes. Two simple examples are given below:

Example 1: When I was at elementary school, we *used to play* dodge ball. Every morning when the recess bell rang, we*'d run* down to the playground and (we would) divide into two teams. Then we*'d* try to throw the ball at the people in the other team. But I wasn't very good at dodge ball so I told my father and he offered to help me. So, every night I practised dodge ball with my father and soon I started to get better. Then I could enjoy playing with the other children.

Example 2: When I was a child, I *used to go* swimming in the river. My friends and I *would climb* a high rock and jump into the water. We *would* also *have* races and (we would) challenge each other to see who could stay under water longest. Then one day, we heard that a child had drowned in the river. My mother told me I couldn't go swimming there anymore and, so, I had to stop swimming in the river.

Stories like the examples above can increase and strengthen students' awareness of how the pattern can be used in storytelling. The next stage is to start them working on their own reminiscence stories. First, I use the *used to + would* sequence to tell them one of my own stories. One, which I often use and the students appear to enjoy, is the story of the teacher with three birthdays (seen in the following text).

Teacher with three birthdays

<Bob> This is a story about a teacher who used to work at the same school that I worked at in England. And this teacher used to do three twelve-week courses every year. And in the second week of each course, he would do a lesson about horoscopes. And he would ask every student when their birthday was and then he would tell them when his birthday was. And he always fixed it so that his birthday appeared in the fourth week of the course. And then in the third week of the course, he would do a lesson about shopping. Everyone would talk about the things they liked to buy and he would tell them how he liked going shopping for his favourite brand of malt whisky. And then, in the fourth week of the course, when the students thought it was his birthday, he would always get a bottle of this particular brand of malt whisky. Anyway, this went on for about three years and then, one year, he was doing his course and in the second week he did the horoscope lesson and he told them when his birthday was and one girl put her hand up and said "Excuse me, but when I was in your class two years ago, you said your birthday was in October." And he sort of went, "Oh, yes, well, you see erm . . . yeah . . . I actually have two birthdays, you see, and er . . . ." Anyway, I'm not sure what happened with the other students, but I can tell you one thing: he ended up marrying that girl.

After telling this story, I distribute a transcript and ask the students to notice once again how *used to* and *would* are used in the story. Although my main emphasis is on the *used to/would* pattern, I also draw attention to other key features: the use of "anyway" as a boundary marker (cf. *so* in Bradbury's story); the teacher's reaction when he is finally exposed; and how drama is added by the use of direct speech and his bumbling "Oh, yes, well, you see . . . ." I also draw attention to the final coda: his marriage to the student.

In the final stage of preparation, I suggest some topics for students to consider. Two which work quite well are: a particularly strict or eccentric teacher they may have had during their elementary or middle school days, or a group of childhood friends with whom they used to get into mischief. I then allow them some time to think about the topic and, using a technique suggested by Susan Kay (2001), ask a few leading questions to help them to *jog* their memories and marshal their thoughts. If, for example, they opt for the teacher story, I ask them questions like:

- What was the teacher like?
- What were some of the things that he or she habitually did?
- Think about one particular incident involving that teacher. What did he/she do?
- How did you feel at the time? Did you do or say anything? (reaction)
- How do you feel about that incident now? (a possible coda)

For those who choose the mischief-making story, a similar framework can be proposed with the remarkable event focusing on some occasion involving an act of mischief that they particularly enjoyed or which went terribly wrong.

Conclusion

In this article I have attempted to describe the *used to + would* sequence as it occurs in spoken narrative and then suggest how EFL students might first be made aware of the pattern and then be encouraged to use it in telling stories of their own.

All of us, teachers and students, can recall little episodes from our childhood or adolescent years about which we have stories to tell. An important point for the language classroom is that when students tell such stories, they are using the language being taught to say something interesting about themselves. Swan (1985) comments that encouraging students to talk about themselves can provide a much stronger "basis for genuinely rich and productive language practice" than talking about "fictional characters in their course books" (p. 84).

In other words, we should not underestimate the valuable classroom resource that the learners' own life experiences can provide. I would add that giving our students the opportunity to reflect on their past in order to tell stories of their own, and focusing on features such as the *used to + would* sequence to help them do so more effectively, may have an added bonus: If they can be helped to appreciate that they have a stock of interesting stories which they can tell in English, they may feel more motivated to tell these stories to others outside the classroom. When that happens, we have truly done our students a valuable service.

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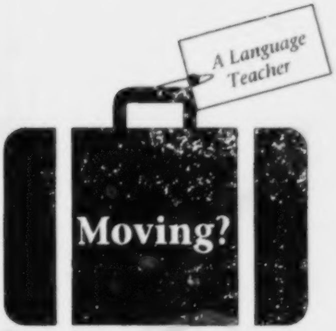

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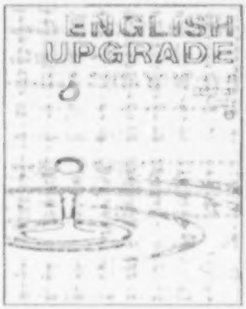

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The Never Ending Split Story of *Hand Over* and *Take Over*

Canadian Makepeace & American Hedly: Split Story Part 1

On January 6, 1918, Canadian Makepeace was piloting his WWI plane over Germany at 1500 feet when many German planes appeared. His American copilot, Captain Hedly, did not see them. Makepeace went into a vertical nose-dive to save themselves. Hedly did not have his seat belt on and was pulled out of his seat and into the air because of the sudden descent.

You can imagine how your heart would be beating if you were racing straight toward the earth in an airplane as Canadian Makepeace was doing. And you can imagine how your heart would be beating if you were suddenly pulled out into the open sky from your seat in an airplane. How would you feel? What would you think? What do you think happened next? (Note: Student quotes are indicated with bullets.)

> —My parents said that they could hardly wait for listening to the ending of the story. When I told it to them, they said, "Wow! That's a good story!"

Introduction

In many classes, we attempt to *hand over* learning to students but often it fails to travel past the door. How can our teaching travel? How can we get students to *take over* what we attempt to hand over? In this article we will show how a community of learners can take greater control of their learning and in the process also make their teachers' teaching more effective. Two basic tools that allow this to happen are action logging and newsletters (described below, and in Murphey, 2001). The activity of split storytelling (Deacon, 2000) exemplifies the potential of these tools excellently because of the inherent natural appeal of storytelling, our identification with characters, our curiosity about what comes next, and our urge to find closure. Most of all, stories travel.

We begin below with a call for more learner autonomy in language classrooms. Then we describe the ideas of handing over and taking over. Next, we trace split storytelling through scaffolded activities that progressively allow students to take over the telling and share their ways of doing it with others. Along the way we allow students' comments from their action logs to illustrate their excitement and creativity and how these same comments can inspire new activities for the class.

本研究は日本と台湾の大学授業内における分割した話(split story)の活用法である。言語学習の中でsplit storyを利用する事の有用性と、学生がいかに興味を持って学べるかという過程をアクションログにおける生徒のコメントから論証する。ログから学生は、split storyを利用する過程で自発的、又は他学生との共同作業によって自分達に合った学習方法を見出し、その学習方法を自分の中に"取り入れて(takeover)"いる事が判明した。例として上げた多くの学生の学習過程は、本来の我々の指導を学生がより豊かな発想を使って解釈し、利用した結果である。こうした学生の作業過程はニューズレターを通して他の学習者に紹介され、より多くの生徒の利用へとつながっている。

Background

Recently, Leo van Lier (2000) has argued for an ecological approach to language learning and teaching, saying that, "[e]cological educators see language and learning as relationships among learners and between learners and the environment" (p. 258). In order for students to become more fully involved they need to assume greater control of their own learning and the learning community needs to become more flexible and open, involving, if possible, not only classmates but also family and friends. This appears to happen at first through motivational learning opportunities and through expanding learner autonomy until students take over the learning process. Our experience with storytelling, particularly split storytelling, has shown us how students can indeed take an activity and run with it, involving themselves, their friends, and families.

> ***Our experience with storytelling, particularly split storytelling, has shown us how students can indeed take an activity and run with it, involving themselves, their friends, and families.***

Van Lier also states that, "[i]f the language learner is active and engaged, she will perceive linguistic *affordances* and use them for linguistic action" (p. 252). An affordance is simply a possible way of using something or a possible advantage of its use. For example, the stopping of a story in the middle offers affordances to our students to act in a variety of ways. As educators, we merely need to notice what emerges by reading their action logs and then publish (publicize) these possibilities in newsletters so other learners can become aware of the affordances.

Swain (2000) has also noted that "For teachers, . . . what one intends to teach may only indirectly, if at all, be related to what is learned" (p. 112). The many variables involved in interaction can produce a myriad of opportunities and possibilities for learning—many surprisingly useful for language learning. Action logging allows teachers to become aware of some of what happens with activities such as storytelling. Then newsletters allow the sharing of these new ways of learning with the whole class. This is a kind of continual participatory action.research (Auerbach, 1994) in which students and teachers participate greatly in the search for better ways to learn.

Handing Over and Taking Over

At the far end of the continuum are tasks that allow for neither imagination nor varied response that risk being too constraining. As Langer (1999) warns, "The teacher who tells students to solve a problem in a prescribed manner is limiting their ability to investigate their surroundings and to test novel ideas" (p. 121). Ideally, teachers would not just get students to do exactly what they want in a prescribed manner, but to invite students to make the activity their own activity. Thus, handing over is the invitation from the teacher to engage in a particular activity and taking over is agreeing to do it and to run with it. Taking over occurs more completely when students interpret the activity in their own way, creating new activities along the way.

To illustrate the above process, imagine that students are asked to listen to a story and then describe their favorite part. Another day they are asked to write their personal opinion to a story. Later stories might be told followed by requesting simply a comment, not specifying whether they describe a favorite part or give their opinion. As we hand over the choice to students to react on their own, they sometimes even do something new (taking over). Finally, with this expanding autonomy for doing what they want with their learning (Murphey & Jacobs, 2000) they at times relate novel ways of using the materials that others can learn from (for example, relating a relevant personal story as described below). This cycle of handing over and taking over between students and teachers will be illustrated using student reactions to our split story activities.

Split Stories, Action Logs and Newsletters

The split story technique involves telling a story at the beginning of a class, stopping at an interesting moment of suspense, and concluding it at the end of class. Students tend to go into a "curious state" after listening to the first part of the story and remain curious during the lesson until the conclusion of the story. (This is similar to certain novelists who end chapters at exciting moments to keep you reading and thus you have a hard time putting the book down. Likewise, many TV shows bring you to a peak moment just before the commercial so you won't switch channels during the commercials.) In subsequent classes one option is to delay the ending of the story from one class to the following class. When we used this technique, we soon noticed that many students demonstrated an intense need to share their own endings, reactions, and personal anecdotes that were triggered by our stories. Furthermore, they took the initiative and wrote about these observations in their action logs.

The authors regularly collect and comment on student action logs. When a student writes about doing something new and helpful with the material, we put their comment in a newsletter, a page of anonymous student comments about recent class activities compiled by the teacher and then circulated among the students. The newsletters act as feedforward (Kindt & Murphey, 1999) in that they inspire more students to actually try the ideas out because they are coming from their *near peer role models*, that is, classmates that they can easily identify with. We sometimes try these new ideas in class or assign them for homework. The first time a student told us she enjoyed telling her mother the story we told in class, we put her comment in a newsletter and then later actually assigned it for homework.

Five Examples of Feeding Forward

We include below excerpts from student action logs from the academic year 2000 to give concrete examples of how students described what they were doing and how we followed up with activities. These activities were done mostly with conversation classes of about 30 students for 10 to 15 minutes a class. (Note: All bulleted text refers to student quotes.)

Example One: Student-generated endings

> —End of story is interesting. I imagine but it's always different. So I love stories.

From the action logs, we found many students were completing the stories in their minds already. So, in response, we explicitly asked students to verbally share their endings in class and also to write their own endings for homework.

> —When you stopped in today's story and asked us to think of an answer with our partners, my partner said, '. . . .' Then I thought what a funny idea she had. I never thought that way so that idea was really fresh for me.

> —It is great fun to guess how the story continues and talk about it with partners.

Example Two: Student-retelling

> —Your stories which you didn't tell the end excite me and repeating with my partner was the most important learning for me.

While we at first asked them simply to tell each other their imagined ending(s), several were also retelling the stories from the beginning and we found that this assured better understanding through negotiating meaning. It was also a fuller construction of the story for those that may not have understood it well the first time through.

> —To teach others is good for my improvement of English. When I teach my partner, I can know my comprehension and I am taught by him or her.

> —One thing I learned from this class is that when I help my friends, I can learn from them too and that helps me a lot. For example, when we retell stories with partners, we help each other and finish the story. When I finish retelling the story, I feel very happy.

Example Three: Personalizing the stories

> —Today's story is sad news. I had a similar experience when... .

At one point many students began sharing their own related stories and were reacting in detail to what the stories meant to them personally. Thus, we encouraged all students to share what the stories reminded them of in their own lives and to use their own personal reactions and anecdotes as another step.

> —Your story when you were a university student is very easy to understand and accept. Everyone has such a story and can say "Oh, I see," easily. When I was in high school . . . .

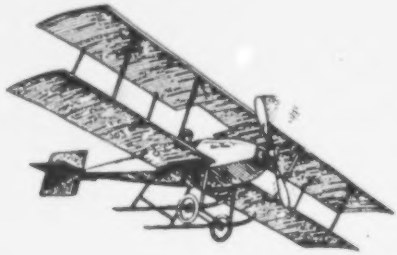
> —You told us a Christmas story today and that reminds me of my Christmas story . . . .

Handing over is the invitation from the teacher to engage in a particular activity and taking over is agreeing to do it and to run with it. Taking over occurs more completely when students interpret the activity in their own way, creating new activities along the way.

Example Four: Increased utilization of split story newsletters

> —I would like to know what other people thought. Please make a piece of paper [newsletter] that confirms what other people thought.

Over the last few years, we have observed that students sometimes exchange their action logs and read each other's split story reflections. Thus, we asked everybody to exchange logs a few times. We also started putting more of their comments on split stories into our newsletters that contain comments about other activities as well. Both passing the logs around and making newsletters can be beneficial in different ways. Reading someone's journal directly offers immediacy, while the newsletters allow the teacher to distribute a good idea to everyone.



> —I enjoyed reading [the last Newsletter] as usual and was interested in "Split Story comments" in particular. It seems that most of the students told the story and asked questions to their family. I think this is really good because my family can know what I did today.

> —Not only students but their families are looking forward to listening to the story. As the Newsletter said, it's good to know what I did in class for my family. And we can share interesting stories and time.

Example Five: Deep impact and learning from the wider community

> —I learned that believing in myself is important in today's story.

A deeper processing of the stories was usually assured by students shadowing and summarizing the stories and writing about them in their action logs and reading further about them in newsletters (Deacon & Murphey, 2001). Some discovered meanings that applied more generally to themselves as human beings. We were pleasantly surprised when a few of our students said they were telling the stories to their friends and family. So we asked everyone to share the stories with a few others outside of the class and to report back to us. Amazingly, telling the stories to family and friends even seemed to improve relationships. They were beginning to 'perceive greater value' in their learning due to its usefulness outside of class as a topic of discussion and for the new ideas that the stories presented. Students even reported what listeners outside of class said and these were sometimes included in the newsletters. Thus, the stories were traveling and students were bringing new knowledge to the class.

> —Both my mother and father laughed at the story. And my father hardly laughs at what I say. I was so surprised.

> —After my friends [that I told the stories to] knew the answers, they smiled and said, "You are happy because your teacher tells you such interesting and funny stories. Your environment of studying in university is really good. In my university, there are no teachers who give us funny stories and make us enjoy. I envy your class." So I became happy.

> —My mother and sister laughed at this story and said, "We are satisfied with this story's end. We couldn't expect such an ending." Your story is fun and useful. I want to tell them to many people.

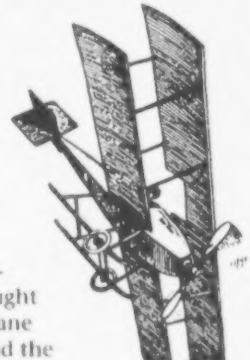
The above five examples of student comments being used by teachers to create activities shows how we were attempting to take emerging activity from the group and hand it over to the group more energetically in our class activities, newsletters, and assignments. In doing so, we are capitalizing on the distributed cognition of the group and creating peered dialogues of a shared activity (Murphey, 2001).

Conclusion

In this article we focused on how our students gained control of and took over the process of split storytelling. Through action logs and newsletters, we were able to monitor the many ways students learned to share these ways with other learners. These processes also extended the learning community to students' friends and family. Thus, we became more aware of the processes of handing over and taking over and how they influence one another ecologically in a never-ending story of collaborative learning for everyone involved. In other words, the learning traveled.

On that note, let us return to our story of...

Canadian Makepeace & American Hedly:
Split Story Part 2



And so, there was Canadian Makepeace heading straight for the ground in a nose dive in his open cockpit WW1 plane, and there was the American Hedly who was pulled out of his seat at 1500 feet, in the wide open sky.

Makepeace glanced around and gave Hedly up for lost. He finally leveled off after several hundred feet of diving. Then an amazing thing happened. Hedly landed on the tail of the plane. Apparently he had gotten caught in the suction of the plane going down. He had had the presence of mind not to panic (too much!) and when Makepeace slowed and leveled off he grabbed hold of the tail. Slowly he climbed back into his seat. They flew back to their home base safely. Can you imagine what Hedly said to Makepeace back at the base? I bet you can! (Adapted from Naruse, T. (1984). News to Amuse You. Tokyo, Taihei Publishing.)

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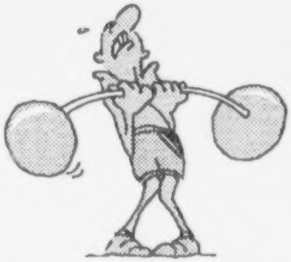

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Contagious Storytelling

The other day I told my colleague about the most exciting class I had last year. It was my content-based instruction class on Australia. I enjoyed teaching it mainly because I had learned a lot from my students. In particular, I learned about how my personal storytelling could motivate my students to speak up and get them curious about the topic. They taught me how important it was to share stories with one another through their comments, their excitement, and their requests for more stories.

This article focuses on the impact of my personal stories on students in a content-based language teaching class in a Japanese university. Recently, classroom research on the teacher's use of narrative as an instructional strategy has gained greater attention (see Bruner, 1996; Martin, 2000; Witherall & Noddings, 1991). Martin (2000, p. 349-350) claims that "[t]hrough the mutual sharing of stories and the construction of a social self within the classroom students and teachers can be motivated to explore alternative interpretations to classroom material and experience (Bruner, 1996)."

In other words, teachers and students can create new relationships "through teaching and learning interactions and communication" (Martin, 2000, p. 350). More recently, in the field of applied linguistics, second language acquisition research has begun to take into consideration social, institutional, and classroom contexts where learning and teaching take place (Kramsch, 2000; van Lier, 2000). However, little research has been done which documents how the teacher and students interact through storytelling. This study attempts to describe the interactions not only between the teacher and students but also among the students.

本稿は、大学の英語のクラスにおいて教師が個人的な経験を語ることが学生にどのような影響を及ぼすのかについて研究したものである。最近、"教師の語り"についての研究が注目を浴びている（Bruner, 1996, Martin, 2000, Witherall & Noddings,1991）。しかしながら、実際、教室において教師の語りが生徒の学習にどのような影響を及ぼすのかについては、ほとんど明らかにされていない。学生が書いたアクション・ログを中心にデータを収集し、分析した。その結果、教師の個人的な語りが学生の自主的な語りを促し、教師がまた学生に触発されるという関係が明らかになった。さらに、生徒の声をクラスの仲間と共有させることは、協力的な学習集団を形成するとこに役立つことが分かった。

Course Description and Data Collection

I taught a course entitled "Australian English and Culture" to 55 first-year English major students (38 women and 17 men) during the spring semester of 2000. Students met once a week (90 minutes) and 13 times over the semester. The course outline, which is given to the students, includes the following goals:

> This course aims to foster your understanding of Australian English and culture through authentic materials such as TV commercials, newspapers, and films. You are expected to develop your communication skills in English through various activities such as pair-work and group work. You are encouraged to participate in a discussion from your perspectives, compared with Japanese culture. Furthermore, you are assigned to do mini-research on your favorite topics about Australia in a group and make a presentation.

Students wrote action logs (see Woo & Murphey, 1999) after each class, which included the date, their English target (the percentage of how much English they want to use in class) and English used (the percentage of how much English they actually used in class), *today's partner*, and evaluation of each activity by using an *interesting* and a *useful* scale, comments about what they learned and liked, and new information about Australia (they were supposed to find a new piece of information every week). Students shared their comments and new information based on their action logs during pair-work in the next class. It was one of the main activities to facilitate dialogue and was recycled in every class. Action logs were collected every other week and returned to the students with the instructor's comments. Moreover, newsletters were made from their comments in their action logs and delivered in class in Weeks 3, 7, and 11. Students enjoyed reading the newsletters. They seemed to be happy when they found their comments in the newsletter. In Weeks 5 and 9, students exchanged their action logs in a group of four in class and read their classmates' comments and information about Australia. As a result, they started to write more comments, looked for more information about Australia, and used more English during pair-work.

Besides participatory classroom observations, students' comments from action logs were the main source of data. In addition, three newsletters, comments from nine reading assignments, and self-evaluations students wrote at the end of the course were included in the data collection. Inductive approaches were employed to analyze the qualitative data from written documents. I read the data carefully and repeatedly, searched for patterns, and interpreted the data so as to discover tacit rules (see Glesne & Peshkin, 1992).

Results

I told four stories during the course. These were: a) self-introduction; b) my mistake story; c) my Australian student's story; and d) my experience in Sydney. These stories were not planned originally and were instead developed spontaneously. Noticing that students were highly engaged after my first personal story, I introduced others. In other words, I responded to my students' requests to hear more stories. Below is a more vivid description of what happened in the classes.

Self-introduction

At the beginning of my first lesson, I introduced myself and talked about why I decided to go to Australia and what I did there. After that, I asked students several questions in English. I noticed that students were nervous in class. As I introduced myself with some jokes, they seemed to relax and pay attention to my story. Comments from students' action logs documented their feelings in the first lesson (quotes uncorrected).

> Yoshi's experience in Australia made me excited. After his speech, he asked some questions about him. All of the students who are asked could answer correctly. I think the students of this class have good skills of English. I must study hard to catch up with them. (Yumiko, AL- 1)[1]

> I was worried a little and also was looking forward to come to this class. I got surprised because even through you're Japanese you taught class in English at first but I like the way you teach. It'll help our English skill to improve. I was pretty interested in your self-introduction. I enjoyed tutoring Japanese while I was in Canada, so I'd like to know how you became a Japanese teacher in Australia and stuff more. Maybe you can tell me more in class? (Mari, AL-1)

My mistake story

After the third lesson, I noticed that a few students often used Japanese during activities. I did not want to force them to use English because I wished to maintain a relaxed atmosphere in class. In the fourth week I decided to introduce stories of making a lot of mistakes in America while trying to learn English. For example, when I went to America as a college student, I asked several people, "How can I get a bus to Hollywood?" I could not understand what people said and continued to ask other people for directions. Finally, one gentleman said to me, "I will drive you." I thought I was lucky. Then, I got in his car. While driving, he suddenly asked me, "Are you a homosexual?" I was very embarrassed, but he kindly dropped me off in front of the Chinese Theater. Here are some comments from students' action logs following my telling of this story.

> Today Yoshi said "Many mistakes in English are OK." Japanese people are often shy. So we're afraid of mistakes, but I think foreigners don't like being shy. So Japanese people should be more active, and I want to be more active without being afraid of mistakes. (Kenji, AL-4)

> In today's class, "My story" interested me very much. You said "Nobody [can] jump each stage." I'm encouraged by your story. I was filled with anxiety, because everyone in my class seemed to speak English very well, but I can't speak at all. However, I don't feel so. I respect your fighting spirit. It is difficult to put ideas into action. In spite of that, you went to America and learn English. It is great. (Kanako, AL-4)

Quite a few students responded to my mistake story. They seemed to be encouraged by my story.

Moreover, I learned that they were able to capture what I intended to say—making mistakes is a natural step to improve communication skills in the target language. Thus, students perhaps learn better through an example and demonstration in a story than being lectured explicitly and directly.

I wanted to share these valuable comments with other students in class. So, I created a newsletter out of students' comments. It was one or two pages with some pictures that students had drawn. Students enjoyed reading classmates' comments in the newsletter, and many were happy to find their own comments. Students started to write more comments in their next action logs. More interestingly, they began to share their personal experiences, particularly in Australia, spontaneously.

> When I went to Australia, I went to Australian school almost every day. My Australian teacher taught us about Australian English such as "Good day, mate," and I saw postcards that is written "Gooday, mate" there. I'm very interested in Australian culture, so I really happy to learn Australian language, so I hope I can learn it more next time. (Tomomi, AL-5)

> When I went to Australia, my host family was from Peru. Father was a American, Mother was a Peruvian. They spoke both English and Spanish very well. I was surprised!! (Masashi, AL-5)

> I know the Japanese is the most popular foreign language in Australia. When I went there, many children and friends gave me letter in Japanese, and they tried to speak Japanese! Australia is interested in Japan. (Sayuri, AL-5)

I learned that storytelling had a reciprocal effect on students. These students also shared their wonderful experiences with other students in class.

My Australian student's story

After noticing the powerful effect and rich feedback from students by sharing my learning experience, I decided to introduce another story about one of my Australian students in Week 6. Brad, one of my students in my Japanese class for beginners at Griffith University, tried to find opportunities to actually use Japanese outside of the class. Also, he travelled around Japan hitchhiking toward the end of his second year. Students responded to the story in their action logs as follows:

> I really enjoyed your student's story. I think Brad is very active in learning Japanese. He tried to make use of any chances as possible as he could in Australia. That's why he could get a big chance to be a teacher [of English] in Japan. I don't want to miss any chances to be with English, I 'd like to broaden my outlook little by little. (Tsutomu, AL-6)

> I thought "learning Japanese" and "learning English" is same. I have to use and make mistakes. I must not [be] ashamed of making mistakes. (Reiko, AL-6).

> I was interested in Yoshi's student's story. He looked for chances to use Japanese and found them. So he could improve his Japanese very well. And I think if I have will and try hard I can do anything. (Aya, AL-6).

After this story, I noticed quite a few students tried to find opportunities to use English outside of the class. Some students spoke to exchange students from Australia and Australian teachers. Others got in touch with host families they had met in Australia.

> I was happy to know many Australian English. After the class, I met my friends of foreign students from Australia and tried those phrases. They could understand me! They also advised me not to use "Ta!" It seems like a rude vocabulary word. It is right? (Chihiro, AL-6)

> I'm looking forward to the Olympic. My Australian teacher said that swimming team of Australia is strong! (Yuki, AL-6)

> Your student's story was so fun. It was good to use Japanese outside of the class. Sometimes I talk with my host mother over an international telephone. And I work part time at Japanese-style restaurant. Last Tuesday, we had customers from South Africa. I made a companion for them because other waitresses couldn't speak English. It was good for my speaking practice. (Tooru, AL-6)

These students seemed to be inspired by my storytelling and tried to emulate my Australian student in their own ways (see Kusano, 2000).

My experience in Sydney

Toward the end of the course, I introduced a fourth story about my experience in Sydney. I went to see Mardi Gras—a parade in celebration of the first protests against discrimination against gays in 1978. One student wrote a comment as follows:

> Today's "My story" was very interesting. I have watched a gay parade on TV. Some people are joining a parade in a fancy dress, aren't they? Australia has multiculture. But I think Japan is a multicultural country because Japanese people celebrate Christmas though they aren't Christian. It's very strange. They are easy to accept many kinds of cultures. (Miki, AL-11)

Students' comments such as this showed that my personal stories served as a catalyst to promote dialogue in class.

Students became more interested in Australia as they shared information with one another. Some students also compared Australia and Japan critically, and deepened their cross-cultural understanding.

> I was very surprised that if Australians don't go for voting, they have to pay some money!! I couldn't believe it, but if Japanese voting systems adopt this Australian voting systems, more and more Japanese people vote. (Hiromi, AL - 8)

> I'm dissatisfied with the Howard's comment in a radio interview—he should have reflected on what the government had done, and made an apology for the Aborigines. We also have racial problem in Japan such as Koreans, the Ainu, and foreigners living in Japan. It could happen that those people seek formal apology from us. (Ippei, Reading Assignment 9)

Thirteen weeks passed very quickly. Students had little knowledge about Australia at the beginning of this course. However, they searched for new information by themselves and collaborated for the group project. Almost every student wrote that they enjoyed the class in their self-evaluations. A majority of them wrote that they wanted to hear more about my personal stories. One student commented:

> Today we listen to the final song. After it I felt sad. I don't know the reason. Perhaps I like this class. I don't want to finish this class. Always, when the Friday morning come, I come to school early, I looked forward to doing something in this class, for example, what song we will listen, what story the teacher will talk, and who are my today's partner, etc. I didn't have the same feeling in other class. I learned many things in this class, and I got many friends in this class. Thank you, Yoshi. (Masako, Self-evaluation)

Conclusion

I have learned that my personal stories served as catalysts to create a collaborative learning environment. Stimulated by my stories, students told their own experiences reciprocally, changed their beliefs about mistakes, and started to use English outside the classroom. Sharing personal experiences, comments, and new information with one another through pair and group work, they learned not only from the instructor but also from classmates. Finally, they deepened their cross-cultural understandings by comparing Australia and Japan critically.

Through this classroom research, I was conscious about breaking the ice in my learning environment, in particular, at the beginning of this course. However, it was not until I told my mistake story to students that I became aware of the impact of storytelling and the importance of learning from students in foreign language classrooms (see also Sato, in press). Students were interested in how I learned a foreign language. Receiving specific feedback from students in their action logs, I revealed my personal stories one after another to facilitate further dialogue in class. It was my first attempt to have used personal stories. As I shared my stories with students, they reciprocally shared their own stories. Moreover, they wanted more stories from me. Storytelling had a contagious effect on both the teacher and the students in the classroom. It triggered the telling of students' stories and inspired them to use English outside of the class. I agree with what Weinstein (2001) has noticed: "I've come to believe that teachers are also learners, who learn best when they have a chance to share their own stories" (p. 7).

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Note

1 All names are pseudonyms; and the codes AL-1 for instance indicate Action Log No.1.

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Re-Reading Gender: Fairy Tales and Language Learning

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> If you'll keep house for us, cook, make the beds, wash, sew, and knit, and if you'll keep everything neat and orderly, you can stay with us, and we'll provide you with everything you need.
>
> —The Brothers Grimm, "Snow White," (Grimm & Grimm, 1857/1992)

おとぎ話は単に児童文学の一部というだけではない。それどころか、私達の想像の世界の主要な部分を占め、現実世界についての多くの事を教えてくれる。またそのストーリーの中に、社会的役割に影響を及ぼしまたそれを強固なものとする、ジェンダーのとらえ方についての説得力のある教訓を刻み込んでもいる。この論文では、おとぎ話を利用した幾つかの授業案を述べる。おとぎ話を使うのは学習者に、おとぎ話を聞くのを楽しみ、それを再び語るための言語学的な援助を提供するためであり、また、最初は暗にではあるが、その中でどのようにストーリーとジェンダーの表現が構築され、他の物語や私達の生活に再現されているのか、ということに対する批判的な気づきを学習者に伝えるためである。

Introduction

Fairy tales are not just a part of children's literature; rather, they are a central part of our imaginative world, and tell us much about the world we live in. "We remember," says Alison Lurie, in her introduction to *The Oxford Book of Modern Fairy Tales*, "and refer to [fairy tales] all our lives; their themes and characters reappear in dreams, in songs, in films, in advertisements, and in casual speech: We say that someone is a giant-killer, or that theirs is a Cinderella story" (1994, p. xi). Fairy tale representations of invisible fathers and monstrous mothers, obedient beauties and handsome princes also inscribe powerful messages about gender construction within their narratives.

Animated movies may now often be a child's first experience with fairy tales, and Japanese university students are probably more familiar with Walt Disney's versions of Charles Perrault's "Cinderella," the Grimms' "Snow White," or Hans Christian Andersen's "The Little Mermaid" than with the originals. However, in terms of their gender roles, Disney's animated fairy tales have taken the cue, for example, from "Snow White" and made their popular heroines not only good-natured beauties, but also given them a flair for housekeeping.

By critically analyzing either the traditional print versions or the popular film adaptations, fairy tales can serve to not only facilitate language acquisition and story-telling skills, but also raise awareness and provoke discussion of cultural assumptions about beauty, and the construction and performance of gender roles. The three sets of activities described below flow together in a scaffolded attempt to introduce students, implicitly at first, to a critical awareness of how the stories and the gender representations within them are constructed and recreated in other stories and in our lives. The first and second sets of activities ask students to critically question the accepted stories that we are told and often unknowingly seek to live, and then to investigate the variations and alternatives that are present in our own lives and minds. The final set of activities asks students to practice assuming the voices (or the words) of others as they empathize with different ways of being in the world (Gee, 1996). It then pushes students to explore their deeper values through unconventional and, at first, taboo forms of love.

One: *Snow Night* and *Snow White*

The focal point of the first set of activities is to examine different versions of the same fairy tale and, in the process, begin to critically question the accepted stories we consider definitive. "Snow Night" is based on a feminist revision by Barbara Walker of the well-known Grimm fairy tale "Snow White" (Walker, 1997). In her brief introduction, Walker notes the vilification of the queen in the traditional tale because the queen resents being less beautiful than Snow White. Walker then proposes a version of the stepmother that may be more true to life.

In Walker's version, Snow Night remains a beauty, but her stepmother, the queen, is represented as wise and intelligent as well as beautiful. The stepmother consults her magic mirror daily, as in the traditional tale, not for the purposes of vanity, but rather "to understand truth, justice and wisdom." It is the male character, Lord Hunter, who has his sights set on marrying Snow Night, and attempts to provoke a rivalry between the stepmother and Snow Night. However, the queen refuses to be drawn in. Appalled by his suggestion that she might have Snow Night killed and thus become the most beautiful woman in the kingdom again, the queen engages the services of a helpful witch and hires the Seven Dwarves to watch over Snow Night and protect her. Eventually, Lord Hunter attempts to force his attentions on Snow Night, but his plans are disrupted by the dwarves who tie him up and carry him off as a prisoner to Dwarfland "where it is said he wrote a quite different version of this story!" In this version, Snow Night virtually disappears from the story as Walker concentrates on the wise and clever queen and her conflict and subsequent victory over an evil male antagonist.

Fairy tales can serve to not only facilitate language acquisition and story-telling skills, but also raise awareness and provoke discussion of cultural assumptions about beauty, and the construction and performance of gender roles.

This cycle of activities begins with one student in each pair receiving a copy of "Snow Night" and the other a copy of "Snow White." Students begin by reading their version to each other and marking the differences in the narrative. Pairs can check their answers with other pairs. The next activity combines character and language analysis as students look for adjectives used in the story to describe such characters as the queen, Snow White (Snow Night), Lord Hunter, or the dwarves. Students can contrast the depiction of the characters in the two versions by comparing the different adjectives used.

Another interesting activity, which is possible even with relatively low-level students, is for students to retell the story from another perspective by switching genders and making Snow White a man or Lord Hunter a woman. Students can practice summarizing by rewriting the story. Gender switching adds a more critical and imaginative edge, and prefaces a more critical discussion activity for more advanced students. Gender-based discussion questions could include the gender roles of the characters, their relationships, and the degree that they are stereotypical or unrealistic. Literary-oriented questions could consider how popular contemporary versions that reinterpret fairy tales reflect how and why society makes new lives out of old stories (Tatar, 1992), and also explore the significance of the gender of the author.

Two: *Cinderella* and *Pretty Woman*

This cycle of activities prepares students for a sustained exploration of gender roles in versions of the fairy tale "Cinderella." Beginning with another communal retelling based on the Disney video, students move to a comparative examination of the story in another film version of the fairy tale, *Pretty Woman*, and trace the common features of the story. From oral or written considerations of the plot, teachers may wish to move class discussions to more critical examinations of character and gender representation.

The story of Cinderella offers another familiar configuration of the evil stepmother and her ill-use of the beautiful stepdaughter. Although Disney has a reputation for sugarcoated stories and inevitably happy endings, Maria Tatar notes that Disney versions of both "Cinderella" and "Snow White" have "intensified maternal malice while placing a premium on physical beauty as a source of salvation" (Tatar,1992). Cinderella's skill at juggling assorted domestic duties and still looking attractive is a trait borrowed from the Grimms' Snow White.

This group of activities begins with a retelling based on the Disney video. Students must carefully focus on the story to provide a good foundation for discussions of character and plot that follow. In the first of the two 90-minute periods needed for this activity, divide students into about seven to ten groups, and assign a 7-10 minute section of the 70-minute film to each group. Have each group be responsible for taking notes in order to retell their assigned part of the movie. Then, while all the students watch the first part of the movie, members of the first group will be taking notes. Using the English-captioned movie version easily provides such necessary vocabulary as "fairy godmother." The teacher needs to keep track of time in order to pause the video at the end of each section, to allow the group to briefly consult with each other, and to let the next group get ready to take notes. After watching the entire film, students work together in their groups to compare their notes and construct their part of the story for retelling in the next class. This individual writing activity can be done as homework.

Asking the students to reverse the gender of the characters as they retell the story will remind them of the stereotypical basis of many stories.

In the next class, the students retell the story. Depending on their level and confidence, this can be done in a variety of ways. For low-level classes, the teacher can edit the stories for accuracy and ease of understanding. It is possible to have each student simply read their small part in turn to the class. Another option is to try this as a jigsaw activity, one member from each group is allocated into a new group, and retells their group's complete part to that group. It is also possible to tape the story, as students are always very eager to listen to their collaborative retelling.

As an alternative to writing the story, while watching the movie the groups of students can draw images that will remind them of the story. At the end of each movie section, have the members of each group pool their images and allow them to check for omissions and discrepancies. Give students time to redraw their images for homework. In the next class, the members of each group can practice retelling their group's part of the story within their group. Then together as a class, a communal, illustrated version of the folktale is performed. These images can then be used to reflect about gender stereotypes in fairy tales, becoming all the more powerful because they were generated by the students themselves. Particularly, the tendency for students to accentuate the physical gender characteristics should be recognized. This is particularly evident if you quietly ask one group to reverse the gender roles of the characters that they are drawing.

The next activity focuses more closely on the representations of gender depicted in the different versions of the Cinderella story. In the next class, have students watch *Pretty Woman* and compare it with the Disney version. Specifically, ask them to identify some of the key figures and plot devices of the Cinderella story in *Pretty Woman*. For example, in the movie, who is the stepmother or the ugly stepsisters, who is the fairy godmother, what are the conditions of the magic spell, and what is the glass slipper? Notice that the housekeeping that is crucial to the plot of Cinderella is replaced by a lack of social etiquette in *Pretty Woman*, both illustrating the coarse daily life of the central character. Moreover, students' previous romantic views of Cinderella are somewhat tempered by the role that money plays in both versions of the story, and the superficial conditions, such as a pretty dress, which significantly alter the way a woman is treated.

It is necessary to note that in *Pretty Woman* gender roles are more complex, with the *good girl* being a *bad girl*, for starters. This complicating of the good and bad is not new, of course: Mary Magdalene has been depicted as a whore with a heart of gold. Regardless, it creates a greater complexity to the straightforward

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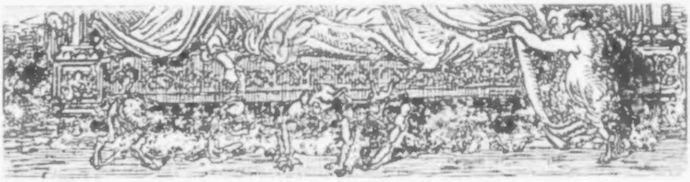
depiction of goodness as a saint in an apron. In terms of gender roles, also compare the films for villains. Atwood has observed that in fairy tales "there are never any evil stepfathers. Only a bunch of lily-livered widowers, who let [their new wives] get away with murder vis-à-vis their daughters" (1994). Once again, asking the students to reverse the gender of the characters as they retell the story will remind them of the stereotypical basis of many stories.

Three: *Beauty and the Beast*

This final cycle of activities begins, as always, with language practice. In this case, students view a scene from the film *Beauty and the Beast*, and then perform the script as voice actors, thus honing listening, providing practice in practicing intonation, and improving fluency. A critical dimension is introduced through a comparison of the stories of "Cinderella" and "Beauty and the Beast," and their depictions of gender and explorations of alternative love stories. The idea of growing to love a physically unlikely partner is one that many students find fascinating and will look forward to discussing.



This round of activities begins with a voice acting activity, which lets students focus on language and vocabulary, and gives them a chance to read the words aloud at "native" speed. For this activity, two short scenes are chosen from the Disney film version of the fairy tale. The first is early in the film, when Gaston, the handsome village he-man, and another hunter, first talk to Belle; the second is when Belle is ordered to join the Beast for dinner. Using transcripts, and, if possible, English captioned video, give each student in class a line or two to read aloud. For example, one student might read Gaston's part, "It's not right for women to read. Soon they start having ideas and thinking..." and the next Belle's reply, "Gaston, you are positively primeval," followed by another student saying Gaston's "Why, thank you. Hey, what do you say you and me walk over to the tavern and have a look at my trophies?" Because most of the lines are not very long, or can be divided up into manageable sections, this kind of activity can be used at any level. After giving each student a part, have them listen to the video carefully and model their lines on those delivered by the characters in the film. Have them practice the lines, reading for expression. Be sure to help them with sound reduction so that they can say the line as quickly as possible without losing the intonation. Then, play the video without sound and have students supply the voices. The first time students may be nervous and not quite ready for the speed of the video, but, after a couple of tries, success is possible, and the elated roar of the class at accomplishing the communal reading aloud makes the student performance very satisfying.

Oral discussion of these gender roles may be most effective at the intermediate-level or beyond. Discussion can begin by drawing attention to Belle's name, which means "beautiful" in French, and marks the importance of a fairy tale heroine's physical attractiveness. As Gaston explains, Belle "is the most beautiful girl in town—that makes her the best." Physical attractiveness is also associated with the first of three roles generally offered women in fairy tales and in life: maiden, mother, and crone (old woman). But along with being beautiful, Belle has a penchant for reading rather than for clothes or housework, and her lack of interest in the town's vain Adonis gives the inventor's daughter a reputation for weirdness. In addition to examining women's roles, Gaston and the other men in the village, including Belle's father, suggest how masculinity is constructed.

The relationship between Belle and the Beast, however, is perhaps the most interesting one to discuss. The frightening appearance of the Beast is a counter-image to that of Gaston, the village hunk. The Beast's lack of sensitivity and volcanic rage hide his own despair at his predicament and also make it seem impossible that Belle could ever tolerate his presence, let alone love him. This relationship is an alternative to the Cinderella story, not just in the sense that the handsome prince can be homely with a beautiful heart, but as a different kind of fairy tale: about inter-racial or cross-cultural love. Try having students read this story about finding love by learning to trust and reveal secrets, and braving social opposition together. And be sure to point out that the happy ending, in which the Beast is transformed into a handsome prince, does not nullify the radical nature of the narrative; rather, it reinforces it. This is not a story about love at first sight, or the idea of a beautiful young woman and a handsome wealthy man as an ideal marital combination. Instead, it suggests that change comes from being loved: that all of us are better when we are loved. What appears to be an impossible, "monstrous" relationship can prove as loving and fulfilling, and beautiful, as any other. *Beauty and the Beast* bristles against the constraints of destiny-scripts, which confine men and women to prescribed gender and social roles, and relaxes the rules of romance enough to imagine many versions of happiness. The movie *As Good As It Gets* is a contemporary retelling of this fairy tale. And certainly the currents of desire that draw a language learner towards another culture suggest that our need for other stories and stories of the other is not just the stuff of fairy tales.

Conclusion

These activities which explore fairy tales using a variety of media are powerful and motivating for both language practice and evaluating gender roles. They suggest that no definitive versions of fairy tales exist and imply that language itself is open to adaptation. Just as *Cinderella* and *Pretty Woman* are versions of the same story, students too can adapt fairy tales. In *Language Play, Language Learning*, Guy Cook (2000) notes the large amount of time that adults and children devote to imaginative characters, situations, and events, and suggests that for language learners, the act of listening to and telling stories aids language acquisition, provides insight into interpersonal relationships, and creates a common pool of knowledge for allusion and discussion which forges affiliations and group solidarity. But even more, he emphasizes fiction's ability to liberate language and thoughts and encourage greater flexibility in terms of both classroom and wider social interaction: "Imaginary worlds allow experimentation with possible eventualities which the mind, locked in its routines, might otherwise not have seen" (Cook, 2000). Thus fairy tales are powerful and accessible narratives which relax the rules of entry into a new speech community by offering language students accessible language and common cultural ground rich in memorable language and vivid images from which each student can derive his or her own personal linguistic and imaginative relationship.

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A Few Resources to Keep in Mind

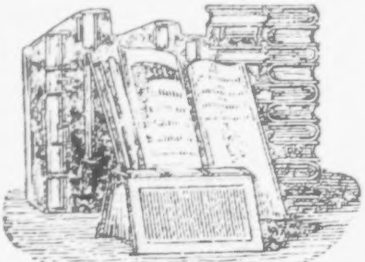
Robert Croker
Nanzan University

Analysis of Narrative Structure and Language
Analysing Casual Conversation, by Suzanne Eggins & Diane Slade (1997). London: Cassell. 333 pages.

Stories of life's experiences often crop up in casual conversation. We tell stories about how we overcome problems, amusing things that have happened to us (or to those close to us), or sometimes we tell stories to illustrate a point made in discussion. In chapter six of this book, "Genre in Casual Conversation: Telling stories," the authors identify four different types of stories and describe some of their structural and linguistic features. The insights they give are very helpful to teachers who want to teach their students how to tell stories more effectively. (REJ)

Spoken Language and Applied Linguistics, by Michael McCarthy (1998). Cambridge: Cambridge University Press. 206 pages.

Although this book is not about storytelling per se, there are several sections that are of interest to the conversational storyteller. Areas dealt with include verb patterning in stories and frequently heard lexical phrases. The final chapter, "So Mary was saying" deals with how we typically quote others when telling our stories. There are many interesting insights to be gained here for the teacher who wishes to convey some typical aspects of conversational storytelling to the students. (REJ)



Exploring Spoken English, by Ronald Carter & Michael McCarthy (1997). Cambridge: Cambridge University Press. 160 pages.

The first three units of this book contain examples of stories transcribed exactly as heard in conversation. The authors give detailed line-by-line notes on linguistic items which occur in these stories. Topics range from dangerous childhood pranks to the story of a bad-tempered housewife who struck terror into all the local shopkeepers. The material is taken from Nottingham University's CANCODE corpus, and there is an accompanying cassette. (REJ)

How to Improve Your Storytelling Skills
Improving Your Storytelling: Beyond the Basics for All Who Tell Stories in Work or Play, by Doug Lipman (1999). Little Rock: August House. 219 pages.

This is an excellent resource for all teachers who use narrative in their classroom. Chapters range from the use of language and imagery to exploring the meaning and structure of stories and how these can improve the effectiveness and impact of your storytelling. This book will help you to become an excellent story teller. Another must-have for all teachers. (RC)

"Did I Ever Tell You About The Time...": How to Develop and Deliver a Speech Using Stories that Get Your Message Across, by Grady Jim Robinson (2000). New York: McGraw-Hill. 241 pages.

Good story telling is an important skill. This book shows you how to develop and deliver a speech using stories that will persuade and captivate your class. The book illustrates archetypal stories, such as *the hero* and *the journey*. It also outlines techniques such as integrating humour and action into the story and effectively tying your story to a universal theme. This is a useful book for all teachers as well as for speech classes. (RC)

The Power of Personal Storytelling: Spinning Tales to Connect with Others, by Jack Maguire (1998). New York: Penguin Putnam. 253 pages.

This book gets my highest rating for practicality and entertainment for beginners and old hands. Not only will it convince you to tell your own stories, it

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will show you how to get to them, spice them up, spice up your own telling, and fall in love with storytelling. The quotes throughout motivate you to "Just do it!" (TM)

Using Folktales in the Classroom

Using Folktales, by Eric K. Taylor (2000). Cambridge: Cambridge University Press. 302 pages.

This is a comprehensive book that covers both the theoretical background of folktales and a vast array of classroom activities. It is specifically for the second language classroom. It contains many excellent folktales in a ready-to-use format and a useful annotated bibliography: for use with students of all levels, and a must-have for the budding storyteller. (RC)

Once Upon a Time: Using Stories in the Language Classroom, by John Morgan and Mario Rinvolucri (1988). Cambridge: Cambridge University Press. 120 pages.

Providing a myriad of ways to use stories in the EFL classroom, this book has become a classic. It is a useful resource for the teacher considering using stories in their classroom. The many stories may need adapting before use. (RC)

Collections of Folktales, Stories, and Other Resources

The Illustrated Book of Fairy Tales, by Neil Philip. (1997). New York: DK Publishing. 160 pages.

Fifty-two of the most famous fairy tales from around the world are presented in relatively simple English, with wonderful illustrations. Each fairy tale is relatively short, about two or three pages long, finding a good balance between brevity and detail. These fairytales are suitable as is for even low-level students. Next to each folktale is an interesting snippet of history or simple literary comment. The introduction has a short history of fairytales, and a brief but informative explanation of different kinds of folktales. An excellent buy. (RC)

The Oxford Book of Modern Fairy Tales, edited by Alison Lurie (1995). New York: Oxford University Press. 455 pages.

A superb collection of fairy tales dating from the 1800s through to 1989. See especially Angela Carter's rewriting of Beauty and the Beast in "The Courtship of Mr. Lyon" (1979) or alternatives to the maiden heroine in Mary De Morgan's "A Toy Princess" (1877) or "The Princess Who Stood On Her Own Two Feet" (1982) by Jeanne Desy. Lurie's introduction is enlightening. (BC & EB)

Chicken Soup for the Soul. By Jack Canfield & Mark Hansen (1995). Florida: Heath Communications. 308 pages.

A heart-warming collection of 101 stories that are arranged thematically. Teachers and students alike will be inspired to share their own stories after reading a few of these gems. The stories also give wonderful *affective filter* massages and leave the reader wanting more—which is great because there are numerous other volumes that are thematically constructed on such topics as: *Chicken Soup for the Teenage Soul, Chicken Soup for the Dog Lover's Soul*, and others. We are still waiting for a Chicken Soup for the Language Learner's Soul. (BD)

Standard Dictionary of Folklore, Mythology and Legend, edited by Maria Leach and Jerome Fried (1982). San Francisco: Harper & Row. 1236 pages.

For those interested in the history and background of folktales and legend, this mammoth volume will answer all your questions! This book gives a short summary and background to the most well known folktales, gives a background to the folktales and legends from many cultures, and explores the meaning of many common folktale symbols. Useful for the inquisitive teacher. (RC)

Collections of Personal Anecdotes

The Healing Power of Stories: Creating Yourself through the Stories of Your Life, by Daniel Taylor (1996). New York: Doubleday. 182 pages.

This book acknowledges the impulse all people have to relate to others through narrative. The first resource we have for narratives are our own stories. This book helps you find and understand your own experiences, and the powerful messages that they contain. It outlines the elements of stories, their plots, characters, and significance. Through relating your own stories in the classroom, you can not only improve your relationship with your students, but also show them how to access their own stories. (RC)

Language Learning Histories, by Tim Murphey (1997). Nagoya: South Mountain Press. 56 pages.

Perhaps the answer to the Chicken Soup for the Language Learner's Soul: This collection of 40 first-year Japanese university student language learning stories is very inspiring and motivating. They provide real, inspiring accounts of language learners struggles, triumphs, and insights into language learning that other students will enjoy and benefit from significantly. They also provide valuable insights into the learner's mind that will help teachers to teach more effectively as well. (BD)

Good News, Bad News: News Stories for Listening and Discussion, by Roger Barnard (1998). Oxford: Oxford University Press. 72 pages.

This book contains 18 stories of the strange but true type such as: the woman who won a fortune because of a dream, and the chain-smoker who kicked the habit by having himself tied to the sofa for three weeks. For additional practice after doing the exercises in the book, I encourage the students to retell the stories as if they're telling them to a friend in a coffee shop. This helps them to think about the differences between newspaper reports and stories told in conversation. (REJ)

Stories about Teaching

Understanding Language Teaching: Reasoning in Action, by Karen E. Johnson (1999). Boston: Heinle & Heinle Publishers. 149 pages.

This book is based on teachers who participated in the author's MA TESOL program. We will benefit from these teachers' voices about themselves, their students, and their teaching in their own contexts. We can develop our understanding about the complexities of teaching and why developing robust reasoning is important to improve our practice. (YS)

Stories Lives Tell: Narrative and Dialogue in Education, by Carol Witherell and Nel Noddings (1991). New York: Teacher College Press. 290 pages.

This book introduces a new approach to knowing and teaching. We can learn the power of narrative in human lives and develop new insights as a way of understanding human experience. I recommend this book to those who are interested in teaching, teacher education, qualitative research, human development, and anthropology. (YS)

Gender Analysis through Narrative

The Uses of Enchantment: The Meaning and Importance of Fairy Tales, by Bruno Bettleheim (1989). New York: Random House. 328 pages.

This controversial book discusses the enormous value of fairy tales and how they educate, support, and liberate the emotions of the child reader. Well-known fairy tales are analysed for gender stereotyping, personality integration, and the development of the psyche. (BC & EB)

Sacred Pleasure: Sex, Myth, and the Politics of the Body, by Riane Eisler (1995). San Francisco: Harper Collins. 495 pages.

Using Western models, Eisler discusses the construction of gender, offering two models for comparison: the dominator model, which validates inequality of the sexes; and the partnership model, which she maintains will overcome many problems that plague contemporary society. See also her earlier work, *The Chalice and the Blade*. (BC & EB)

Devi: Tales of the Goddess in Our Time, by Mrinal Pande (1996). New Delhi: Penguin. 184 pages.

For those readers who would like to look at gender roles in other cultural and literary contexts, Pande's book is a must. As she writes in her preface, "Narrative is a form women's knowledge of human life has taken since civilization began.... Like my mother, I have survived even as Scheherezade had survived....with the help of the stories we created and recited" (xix). (BC & EB)

Off With Their Heads! Fairy Tales and the Cultures of Childhood, by Maria Tatar (1992). Princeton: Princeton University Press. 295 pages.

This is a readable and fascinating discussion of fairy tales, with discussions of different cultural representations of fairy tales. Chapters that focus on gender roles include "Beauties and Beasts: From Blind Obedience to Love at First Sight," and "Daughters of Eve: Fairy-Tale Heroines and Their Seven Sins." (BC & EB)

The Brothers Grimm: From Enchanted Forests to the Modern World, by Jack Zipes. New York: Routledge, Chapman and Hall. 750 pages.

Don't Bet on the Prince: Contemporary Feminist Fairy Tales in North America and England, edited by J. Zipes (1986). New York, Methuen. 270 pages.

These are just two books (out of several volumes) by a prominent American researcher who adapts fairy tales. The first book tells famous fairy tales by changing the social context and speaker; the second is a source for feminist versions of fairy tales for retelling, comparison, or discussion. (BC & EB)

Contributors

BC: Beverley Curran; **BD**: Brad Deacon; **EB**: Erin Burke; **RC**: Robert Croker; **REJ**: Bob Jones; **TM**: Tim Murphey; **YS**: Yoshi Sato.

Robert Croker is currently an Associate Instructor at Nanzan University in Nagoya. His interests are researching story telling, finishing his PhD, and triathlons.

Education and Employment Status: Why JALT Should Take Interest in the Issues

by Arudou Debito (*ne* David Aldwinckle), *Hokkaido Information University*

JALT has generally taken a hands-off approach towards employment issues. As seen at the January 2001 Executive Board Meeting, some members strongly believe JALT should take no stance whatsoever on the subject of contract employment or unfair dismissals, as it is, in paraphrase, either "unrelated to language teaching or pedagogy" or "too political for JALT's new non-profit organization (NPO) status." However, I argue that there is a very real problem out there, and by not doing more, JALT is doing a disservice to its members and missing opportunities.

What Problem?

Employment in Japan for non-Japanese academics and educators has been problematic for over a century. Japan has a long history of bringing in "foreign instructors" (*gaikokujin kyoushi*) as temporary imparters of overseas information. While Japanese enjoyed tenure from day one of their hiring, their foreign counterparts specifically received one-year contracts (under a system called *ninkisei*). It was not until 1982 when a second category, "foreign staff" (*gaikokujin kyouin*), was created with three years between contract renewals. This bifurcated system has created a job market where full-time Japanese academics enjoy lifetime employment, while foreigners can be dismissed—through contract non-renewal—for any reason (such as age, gender, ideological activism, disagreement with supervisor, or simply as a cost-cutting measure). Clearly the potential for employment abuse exists, but over the past decade, as schools saw the need to downsize with the decreasing student population, the Ministry of Education (MoE) also played a part in encouraging this system. Through administrative guidance in 1992-94, MoE advised all national universities (*kokuritsu daigaku*) to dismiss their more senior foreign faculty (i.e., over the age of 35), resulting in 80% of said employees receiving pink slips. In 1997, with the passage of the *Sentaku Ninkisei* Law, contract employment became an option for Japanese citizens as well, although protest from faculty has prevented most universities from implementing it. The fact still stands that to this day, almost all full-time Japanese academics are in tenured positions, while most full-time foreigners are in contracted, non-tenure track positions, even though all universities were enabled to offer tenure to foreigners as far back as 1982, and even more clearly in 1997.

Essentially, what is wrong with contract employment, when visiting professorships are gaining ground in overseas universities? At least 10 things:

1) It is discriminatory since the sole criterion for qualification for a contracted post is nationality, not qualification (by definition of the position title), so it is not the same as visiting professorships in the West.
2) It limits educator opportunity for advancement since few universities as yet offer "up-or-out" tenure-track posts or procedures.
3) It is humiliating and disrespectful since it draws lines between academic colleagues regardless of ability, and often leaves both sides resigned to believing that temporary status for foreigners in Japan is normal and deserved.
4) It is self-perpetuating in terms of educator quality and mindset since schools see few PhDs applying for their non-permanent posts, and then conclude that foreigners only want temporary positions.
5) It is financially unequal since many of these contracted positions, even if some have higher monthly wages than some tenured positions, do not include bonuses (which may amount to 1/3 of annual salary).
6) It is unstable and not conducive to long-term employment since people cannot expect lifetime renewals. This affects foreigners' ability to settle, for example, their qualifications for loans to buy a house.
7) It is inhumane since many educators invest decades of their lives in an institution, only to be dismissed before retirement, which has a serious effect on pension payments.
8) It is detrimental to the advancement of scientific research since energy which could be invested in research must go to new job searches.
9) It impinges upon intellectual freedom since only those on contracts can be fired if they speak their mind (which is why tenure exists, "so a Baptist dean doesn't fire all the Methodists," as someone once famously said).
10) It is systematically abusive. With the MoE's blanket control over Japanese university curriculum, hiring, grants, and in many cases finances, it is clear that the MoE could enforce (and has in the past) a national policy for keep-

ing foreigners disenfranchised and disposable. Few, if any, other industrially developed countries have an educational system so fully controlled by a single governmental ministry.

In sum, there is a very real problem here, one which educators should know about before and after they enter Japan's job market. If JALT is indeed an academic organization concerned for the well-being of its members and the advancement of professional language teaching, can it continue to avoid taking a stance despite the problems mentioned above?

Why Should JALT Get Involved?

JALT members are the largest group of language teachers in Japan, and thus JALT has a vested interest in serving those members and promoting educational quality within Japan. Its mission is to promote excellence and professionalism in language teaching. As argued above, *ninkisei* has been highly detrimental not only to the individual but to the industry, and people should be fully advised about the pitfalls in this job market. Many people come over here believing that foreigners cannot fill tenured posts, simply because their employer insists that there are legal problems with granting them (civil servants, visa restrictions, etc.). These are known to be falsehoods and JALT should advise interested people of this—not only so they can choose the better jobs, but also to encourage universities to change their ways by enabling the fairer universities to receive more job applicants.

The point is that, despite what some may say, employment status is in fact a matter of pedagogy. Without stable positions, where educators can research and educate to their fullest potential, pedagogy suffers. Even under JALT's new NPO status, the alleged aversion to involvement in political activity is moot, because: a) NPOs carry out similar activities all the time—that is their job by design as groups of concerned activist citizens; and b) other organizations, such as TESOL, are quite comfortable in their public role as being a voice of concern and a publicizer of problems. JALT would do nothing inordinate by helping out.

What Can JALT Do to Help?

Critics may decry, "JALT is not a labor union, so leave it out." I feel few of those people know much about labor unions. I am not proposing here that JALT call for general strikes, engage in collective bargaining with employer and employee, or even lobby the MoE. However, JALT presidents, past and present, have written letters of disapproval on specific cases, and the fact they have felt compelled to do so either by conscience or mandate shows how compelling the problems are. At this juncture, what JALT can do is to:

1) Create a "minimum employment standards" list for public display.
2) Create a job center which lists universities which do or do not meet these standards.
3) Entrust the Standing Committee on Employment Practices (SCOEP) with maintaining this list (see JALT SCOEP, 2001).
4) Formally empower the JALT President with the mandate to make public statements (ostensibly, it already exists, but it is unnecessarily controversial) on specific cases (see JALT, 1997).
5) Lay the debate to rest at last: Formally state that employment issues also fall under the purview of JALT's mission, and JALT will assist members in finding better employment.

JALT's membership is falling year upon year: 2500 and still slowly dropping. With my position as an activist within JALT, I get numerous messages saying things like "JALT's do-nothingness really turned me off. Glad you are doing something about it." Demand exists, so acting as an information source may in fact increase JALT's appeal. Japan's job market is hardly improving for educators. JALT should help us help it along.

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Further Reading

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The University of Exeter Computer-Aided Language Learning Conference

S. Kathleen Kitao, *Doshisha Women's College*
Kenji Kitao, *Doshisha University*

The University of Exeter Computer-Aided Language Learning Conference was held in the Institute of Arab and Islamic Studies at the University of Exeter September 1-3, 2001. Approximately 100 people registered for the conference from about 20 countries, including Canada, France, Israel, Japan, the United Kingdom, Spain, Ireland, the United States, Lebanon, Greece, Denmark, Belgium, Egypt, Holland, Australia, New Zealand, Austria, and Germany. This ninth biennial conference was coordinated by Prof. Keith Cameron.

The conference opened on the evening of September 1 with a reception sponsored by Swets and Zeitlinger Publishers. Conference participants were welcomed by Prof. Cameron of Exeter University. It was announced that Prof. Cameron will be retiring, so this will be his last CALL conference, although this conference may be continued by another university.

Later in the evening, two plenaries were held. In "Using CALL to Address Changes in Student Learning Styles," Randall P. Donaldson and Margaret A. Haggstrom of Loyola College in Maryland, USA, argued that the characteristics of CALL require changes in the way that teachers teach and students learn. They looked at CALL materials and how they could help students interact with others in English and develop communicative competence. Geoff Lawrence of the World English Centre, Canada, spoke on "Second Language Teacher Belief Systems towards Computer-mediated Language Learning: Defining Teacher Belief Systems." He discussed, considering the pressure on educational systems to integrate computer technology, the importance of understanding teacher belief systems. These belief systems influence the use of computer technology, and they are influenced by teachers' attitudes toward innovation and beliefs about the effectiveness of an innovation.

On September 2 and 3, about fifty concurrent sessions were held. Most of the presentations fell into one of four categories—research on CALL and related issues, and various CALL programs or uses of CALL and related issues, policy and administration.

Presentations that involved research on CALL and related issues included "Investigating Syntax Priming in an E-Mail Tandem Language Learning Environment" by Christine Appel and Carl Vogel, "Orality in MOO: Rehearsing Speech and Text: A Preliminary Study" by Markus J. Weininger and Lesley Shield of Open University, UK; "From Symptoms to Diagnosis" by Michael Levison, Greg Lessard, Anna Marie Danielson, and Delphine Merven of Queen's University, Canada; "Language Learning with Native Speakers in a MOO Community: Real or Virtual" by Lien Goedeme of the University of Antwerp, Belgium; and "An Experiment in Computerized Teaching of English as a Second Language" by Evelyne Cauvin of Universite de Paris VIII, France. Research is mainly emphasizing testing claims of the effectiveness of CALL.

The vast majority of presentations were related to CALL programs or uses of CALL. These included "What Constitutes a Good Internet Research Project" by Harashima Hideto of Maebashi Institute of Technology, Japan; "Extensions to Computer-assisted Oral Reading to Help Children Learn Vocabulary" by Greg Aist of Carnegie Mellon University, USA; "Designing a Multimedia Feedback Tool for the Development of Oral Skills" by Tsutsui Michio and Kato Masashi of the University of Washington, USA; "Web-based Instruction for Interactive Learning in Reading Class" by Yen Shu-chin of Kao Yuan Institute of Technology, Taiwan; "A Cloud Around Development and Exploiting CALL Material" by Christine Sabieh, Notre Dame University, Lebanon; "Web-Based Learning System for Sociolinguistic Skills in Japanese" by Hirata Naoya, Inoguchi Yasuchi, Kamiyama Hiroshi, Kawazoe Yoshiyuki, Ogawara Yoshiro, and Saita Izumi of Tohoku University, Japan; "Learning Foreign Languages Comparatively Across the Internet" by Shirley Holst and Jutta Maria Fleschutz of GMD-IPSI, Germany; "Graded Reading System on Line" by Shiozawa Tadashi of Chubu University, Japan;

and "Teaching Students to Find Internet Resources Related to Culture" by Kenji Kitao of Doshisha University and S. Kathleen Kitao of Doshisha Women's College, Japan. There is a continuing interest among teachers about how CALL can best be applied in the classroom.

Among the presentations on policy and administration were "In Line with the On-Line: UK and EU Policies on ICT in Higher Education" by Catherine Chabert of University of Cardiff, UK; "CALL Labs: Have They Run Their Course?" by Lawrie Hunter of Koichi University of Technology, Japan; and "Teaching and Learning Danish in a Virtual Department" by Jannie Roed, Claire McAvinia, and Jane Hughes of University College London, UK.

On the evening of September 2, there were two more plenaries. Monique Adriaen and Roberta Sinyor of York University presented the paper "New Techniques for New Students: Adapting Language Instruction to Technology" on how traditional materials and techniques can be used in with new technologies. Mike Levy of Griffith University, Australia spoke on "Coherence and Direction in CALL Research: Comparative Designs." Levy developed a typology of these comparisons, including comparisons between CALL and traditional materials; comparisons between computer-mediated communication and face-to-face communication; and comparisons of the effects of different media.

Forty-eight papers presented at the conference were published in *C.A.L.L. - The Challenge of Change: Research and Practice* (2001, Cameron, K., Editor; Exeter: Elm Bank Publications. ISBN 1-902454-13-8; 371 pages). In the introduction to the collection, Prof. Cameron emphasized that teachers can no longer depend on the novelty of using the computer alone to motivate students. Computer programs must be attractive and worthwhile, and they must foster learning. Traditional methods cannot just be transferred to the computer program; however, we do not yet know enough about how the characteristics of the computer and the Internet can most effectively be used in teaching and learning.

On September 3, concurrent with the CALL conference, a workshop on teaching Arabic was organized by Mohamed-Salah Omri to mark the opening of the Institute of Arab and Islamic Studies. There were five presentations on using computers and the Internet to teach Arabic by presenters from the US, the UK, Denmark, and Egypt. The presentations included "Arabic Grammar in the Internet" by Helle Lykke Nielsen of the University of Southern Denmark; "Developing a Website for Teaching Arabic: Technical Issues" by Iman Saad and Heba Salem of American University, Egypt; and "Arabic CALL: Lessons from the Past, Opportunities for the Future" by R. Kirk Belnap of Brigham Young University, USA.

In addition to the presentations, most participants had meals and coffee breaks together during the conference. This provided many opportunities to meet other participants and socialize as well as discuss issues related to the conference.

Online reports of the 1997 conference <ilc2.doshisha.ac.jp/users/kkitao/teflnews/v1/n4j.htm#exeter> as well as the 1999 conference <ilc2.doshisha.ac.jp/users/kkitao/library/report/exeter/exeter99.htm> are available.

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A SIG in Your Life

edited by joyce cunningham & miyao mariko

This month, Alison Miyake of the TC SIG reports on the JALT Junior 2001 conference held at PAC3/JALT2001. The coeditors of this column invite you to submit an 800-word report about your chapter or SIG in Japanese, English, or combination of both.

My First JALT Conference: JALT Jr.—A Great Success

I feel very empowered by my whole JALT2001 conference experience, and inspired by the presentations—and presenters. Not to mention going out for drinks, exchanging ideas, and gaining new friends! I was overwhelmed by the many volunteer hours that went into producing the conference. Thanks to everyone involved and those keeping JALT and the SIGs running all year round.

My goals for the conference were to gain insight into curriculum planning, and learn how to incorporate global issues into my elementary classes. Recent events in the U.S. and Afghanistan have affected me deeply. I feel now is a time to put our beliefs about how we want the world to be into practice. Vaclav Havel calls this "living in truth." Teaching is an area where we all have to make an impact, whether we do so consciously or not.

I was especially looking forward to JALT Junior: All the big names in teaching children were coming, including those working with Monbukagakusho to discuss the future of English at the elementary level. The range and number of presentations (38) reflected current growing interest in the field of teaching children: at least three new textbook series were introduced (including one in Japanese on global issues which I will use to involve my teachers more in curriculum planning). This interest was also reflected in the number of attendees: the biggest single turnout in one presentation was around 75. However, it wasn't unusual to have two concurrent sessions with over 30 attendees each.

The location was perfect. Having rooms so close together (not to mention being near publishers' stands and refreshments) made it easy to meet new people and exchange ideas. I paid full admission for the main conference, but attended only one presentation outside JALT Junior. There were great opportunities to see someone presenting and then work with that same person in a subsequent workshop. Presenters and attendees all learned together.

Many presenters gladly provided resources and contact addresses for people who had assisted them in researching their presentation, or introduced people in the audience with pertinent strengths. I loved to see how people made use of their resources: the greatest resource, of course, being colleagues experienced in a new field we want to explore.

Many presenters inspired me in how much of themselves they show in the classroom. It was obvious they care for their students, love their work, and believe what they are doing is important. I could better see the system of beliefs defining their teaching, and realized again how important it is to reflect these in how we teach "content." Aleda Krause captured the essence by stating, "We are not just teaching English, we are teaching the whole child," which must include social skills, physical motor skills, and students helping create a cooperative learning environment for each other.

At JALT Junior, I learned techniques for working with language and materials: using music and movement, picture books, TPR storytelling, and card games to build vocabulary, developing curriculum around themes to enhance children's multiple intelligences, even creating Christmas in the classroom. What I found particularly "liberating" were techniques to help children "discover" the language and Kagan's Cooperative Learning (Chris Hunt's presentation): ideas for a class point system and class goals setting, as well as how turning competitive games into cooperative ones can help kids learn how to work together. They can learn to hear and understand from another's point of view through other learning styles—the basic skills for international understanding.

Empowering students in the classroom (by building confidence and self-esteem to create a better learning environment) was one of the main messages of the conference. Similarly, I want to empower my Japanese colleagues in the elementary schools where I teach. We need to hear more of their voices. It may be hard for some to contribute in English, especially if they are not accustomed to a participatory workshop style. I need to pass on the energy and empowering ideas I gained from the conference to those who were not able to attend—and convince them to join us next year!

Volunteers are needed to vet presentations for next year's JALT Junior. They can contact Tom Merner, Program Chair, JALT JR. 2002 at <tmt@nn.iij4u.or.jp> in English or Japanese. The deadline to submit a proposal is **February 15**. Please contact Joe Tomei, JALT2002 Program Chair at <jtomei@kumagaku.ac.jp> for more details.

Reported by Alison Miyake
Incoming TC SIG Treasurer

Magical Journeys: Folktales in the Classroom

Robert Croker, *Nanzan University*
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Quick Guide
Key Words: Folktales, narratives
Learner English Level: Pre-intermediate to advanced
Learner Maturity Level: College to adult
Preparation Time: Significant
Activity Time: 90 minutes for each class

When you enter the enchanting world of a folktale, you embark on a journey to the time and land in which they were first told. Folktales are a narrative form which represent a valuable resource for the EFL classroom. The student as storyteller can imaginatively reconstruct each folktale and enjoy a creative foreign language learning experience. The student as listener can accompany the storyteller on their magical voyage.

Folktales are an excellent topic for oral communication classes. They are interesting and relatively simple. Telling folktales fosters verbal creativity, and develops narrative skills such as scene and character description, plot development, and the use of temporal markers, reported speech, and body language. Students can also discuss the cultural basis of folktales and explore their own values.

Procedure

Folktales from any culture can be used. Students can also create their own folktales. In the course described below, a university-level EFL content-based class tours a different culture week by week. In each class, students hear one folktale from the teacher, read one themselves for homework and tell it in class to two different partners, and hear one or two more folktales in class from other students. These activities could be part of a wider range of classes, with simple adaptation.

Embarking on the voyage: Keywords, self-talk and share-talk

To prepare to tell the folktales in class, students read one folktale before class for homework. They circle the keywords in the story, then write them in a box under the story. These keywords include both "useful language phrases" (once upon a time, at the same time), and also "topic phrases" (old woman, peach floating down the river, little boy jumped out). During storytelling in class, students look only at these keywords and construct sentences based upon them. To help students develop proficiency before class, they are asked to "self-talk"—practice telling themselves their own folktale, on the train, in the bath, or as they walk to school; and to "share-talk"—sharing their folktale with their friends and family, even in Japanese at first.

The journey begins: The teacher as storyteller

At the beginning of each class I put students into pairs, and allocate one student to be "Spring" and one to be "Autumn." Each class, I start by telling a representative folktale from that week's culture. Students usually enjoy teacher storytelling, and it also provides important narrative and linguistic examples. Selecting an appropriate folktale and practicing before class are important. Ideal folktales are reasonably short, relatively easy vocabulary, and an easy storyline with interesting characters, events, and plot. Comical tales and tragic love stories seem to work best.

In the same vein as split stories (Deacon, 2000), I tell half the story, stop, and ask Spring to retell the first part of the story to Autumn. This gives the pair the opportunity to internalise the language and check comprehension with each other. I then complete the story, and this time Autumn retells the second part of the story to Spring. I sometimes ask the pair to create an alternative ending, or stop before the end and let the pair create their own ending, which they can later share with others. As students listen, they are encouraged to write keywords to help them retell the story. They are also shown how to shadow: the listener picks up the key topic words, and softly says them to themselves (Murphey, 1998). This helps the listener understand the story, and lets the storyteller know when they do not.

The magical journey: Student pair-share and pair-talk

In the main part of the class, students tell the folktales that they have read for homework through pair-share, then listen to other students tell theirs through pair-talk.

Many students initially find telling a folktale by themselves daunting. Pair-share, two students telling the same folktale to each other together, overcomes this and allows students to check comprehension. Pairs are arranged that have read the same folktale for homework. Spring begins telling the folktale to Autumn. Using a timer, after one minute I say "Change," and Autumn continues. The students continue to alternate each minute until they have finished telling the folktale. There is always a shout of surprise when the students hear the bell, but the next partner quickly and excitedly continues the story. Students seem to enjoy exchanging roles frequently, and listening to how their partner tells the same folktale.

After pair-sharing, students change partners and sit with a partner who has a different story. They then take turns telling each other their folktale—pair-talking. I rename students "Summer" and "Winter" at this point. Summer tells Winter their story, then asks Winter the homework comprehension and discussion questions. They then swap, and Winter tells Summer their story. In this way, each student becomes not only the storyteller, but also guides the listener to understand and explore each folktale. The listener is encouraged to shadow, which keeps them focused on the storyteller.

After both students have retold their folktale once, they change partners once more, and tell their own folktale to another student who has a different folktale. This gives each student the chance to tell their folktale at least three times in class, and serves to build competence.

Journey to a new land: Creating my own folktale

For the final class, students are asked to create their own original folktale with two endings—one happy, the other sad. This time, students also draw a picture and write a short three-line poem (haiku) in English to illustrate their folktale. During this class, students are given the opportunity to tell their folktale to three different partners, then present their folktale to a small group. Students enjoy showing their pictures as they tell their own folktales. The storytellers can invite the listeners to complete the story before telling their own two endings.

In the final 15 minutes of class, students make a tape-recording of their original folktale, which forms part of their assessment. Student folktales, recordings, and their illustrations are collected and put together, creating a colourful album of the many imaginative lands visited on this absorbing journey.

Note

I would like to acknowledge the generosity of a Nanzan Pache I-A subsidy which helped this project.

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Kamishibai *English*

Charlie Canning, *Naruto University of Education*
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Quick Guide
Key Words: Japanese tradition, storytelling, picture stories
Learner English Level: All
Learner Maturity Level: All
Preparation Time: Significant
Activity Time: Varies

A folk tradition that has almost entirely disappeared from the Japanese landscape is *kamishibai*. *Kamishibai* was a dramatic/narrative art of storytelling practiced by a traveling showman on bicycle who visited the neighborhoods and villages of Japan throughout the early Showa period. The *kamishibai* man would announce his arrival in a particular place by clapping two pieces of wood together. All of the children in the area would gather around the wooden-framed stage mounted upon the handlebars of his bicycle and listen while the *kamishibai* man told a story which he illustrated with brightly-colored cards that he inserted in the wooden frame. After the story was over, the children would pay some small coins for the entertainment and then perhaps buy some of the candy and sweets that the *kamishibai* man had to offer.

Although TV and video games effectively killed off this cultural tradition, ask any Japanese over forty about *kamishibai*, and you are sure to get a nostalgic response. Either the person themselves has some fond childhood memory of *kamishibai* or, more likely, they have heard their parents or grandparents talk of it. However, it is an endangered species that needs to be protected and nurtured if it is to survive.

A great way to teach English

Children of all ages love stories, and *kamishibai* combines the beauty and the power of narrative (the Once upon a time. . . or *Mukashi, mukashi*,. . . magic) with the visual and auditory forms of drama. As children often have short attention spans, it is very difficult for language teachers to keep their students interested and engaged in something unless the learning activity is both participatory and visual. *Kamishibai* English allows students to take part in a learning activity that is visual, dramatic, and fun. At the same time that we are teaching language, however, we are also helping to revive *kamishibai* by integrating this traditional form of culture into language teaching.

Available resources
Here in Japan, there are many preprinted sets of *kamishibai* cards in English available through Doshinsha Co., Ltd. In the United States the same titles are distributed by Kamishibai For Kids, a New York company with their own website <www.kamishibai.com>. This website contains an online catalogue, background information on the history of *kamishibai*, and plenty of beautiful illustrations. A small wooden *kamishibai* stage complete with curtain is available from Jakuetsu (t:088-626-2110) for ¥14,900 plus tax.

Although the preprinted *kamishibai* cards are a good place to start, I have found the English texts to be a bit difficult for some audiences. Consequently, you might want to consider making your own *kamishibai* cards. Just choose your favorite children's story (or try writing one of your own), simplify or expand the vocabulary to suit your needs, and design your own cards. As this project can be very time-consuming (and challenging if your artwork is as poor as mine is), you might want to try making it a class activity. For the past two years, I have assigned *kamishibai* projects to the third year university students in my English Oral Communication class, and the results have often been more effective than what is commercially available.

"Wow, that was such a great lesson, I really want others to try it!"

「すばらしい授業！、これを他の人にも試してもらいたい！」

Every teacher has run a lesson which just 'worked'. So, why not share it around? The My Share Column is seeking material from creative, enthusiastic teachers for possible publication.

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For more information, please contact the editor <tlt_ms@jalt.org>

詳しくは、〈tlt_ms@jalt.org〉へご連絡ください。

One Japanese SHS Teacher's Story of Storytelling

Suzuki Katsuhiko,
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Quick Guide
Key Words: Personal storytelling
Learner English Level: Adaptable
Learner Maturity Level: Adaptable
Preparation Time: Variable
Activity Time: A few minutes to a whole class depending on expansion exercises

Storytelling has been a great art all over the world since ancient times. In Japan, there were many professional street storytellers on the road about 30 or 40 years ago called *kamishibai*. In Tokyo, you can still find theaters for *rakugo*, comic storytelling, but the number of such theaters is rapidly decreasing. Although *kamishibai* is almost impossible to find in Japan nowadays, people have not lost their narrative minds, that ability to understand their world and their lives through stories.

Some Japanese teachers of English (JTEs) might not be familiar with storytelling in English and think of it as something only native speakers can do. Not true! JTEs may also think that students must have a high level of English to understand, and that the teacher must be near native to tell stories. Not true! I assure you I do not speak perfectly and I still make lots of mistakes when I tell stories. Yet, I am still convinced that any JTE can use storytelling to help motivate students to learn and enjoy English. It will also help you to improve your own English.

According to Murakami's research (1997), "[a nonnative teacher's] storytelling is more successful than conventional listening practice using [native speaker] tapes" (p. 47). The JTE telling a story in English is a near-peer role model (Murphey, 1998) for the students and thus students can more easily identify with the teacher and imagine speaking English themselves. My own observations are that students don't have much interest in listening to English from a tape, but when I tell my own personal stories, their eyes and ears come alive. They want to listen to a real voice and a real story told by a person who is fully present.

When do I tell stories?
I tell stories mainly at the beginning of the class or in the middle of the class as warm-ups or breaks.

Sometimes I will tell one at the end if we have extra time. I keep stories short. I tell stories in my own voice with a lot of gestures. I use many types of stories, such as folktales, personal experiences, newspaper articles, jokes, and mistake stories. When storytelling in the class works well, my students relax and change their attention, they laugh and smile at my stories. I had never before imagined that I could speak English to my students and get them to laugh. It really shows they understand.

Techniques for increasing understanding

At first there were some students who couldn't understand my stories. I needed some techniques to make my stories easily understood. I would advise teachers to do the following: repeat short phrases and pause often, use pictures, retell stories in easy language, use redundant expressions, and allow students to retell the stories to each other using as much English as they can. Murphey (2000) has a nice group of mistake stories and helpful advice for storytellers. He suggests, for example, that you tell your story to many people outside of class to practice your storytelling before you actually do it in class. You can then do it in several of your classes and notice how it gets better and better.

Suggestions for storytelling

Storytelling is easier than some might imagine. Even if you are not confident about speaking English in front of many people as I used to be, this will be a good chance to expose your students to live English. You don't need any complicated process or tools. Begin with your short personal anecdotes or experiences from your everyday life. It starts with a single step.

Here's a short story to begin with: Write the days of the week on the board and make sure students know them. Also, draw a clock. Point to the appropriate items as you tell the story and act with your body and face. "One day, I woke up. [Be asleep and wake up.] I looked at the clock. [Look at the drawn clock and point to it.] I was late! [Increase your volume.] I panicked! [Pull out your hair.] Then I laughed. [Laugh.] Why? [Eyebrows up.] Because it was Sunday. [Point to Sunday.]"

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Murphey, T. (2000). *The medium is the message: Japanese teachers of English using English in the classroom* (3rd rev. ed.). Nagoya: South Mountain Press. (available from the editor)

Note

My MA project was a 30-minute teacher-training video about storytelling, with classroom video clips of a variety of stories. It is available at cost. Just send a stamped self-addressed envelope and ¥300 in stamps to pay for the video to Katsuhiko Suzuki, Nagoya University Attached High School, Furo-cho, Chikusa-ku, Nagoya 464-8601, Japan; <hiko@katch.ne.jp>.

Mini-Share

Making Stories Understandable: Some Tips

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When you tell stories, remember that not understanding is a frustrating experience for students and that understanding is crucial to language learning. Here are some tips to make stories completely understandable.

1. Take one small chunk at a time. You can choose to speak only a little more English in each class. Maybe just one short story a day. It may start with only a few lines.
2. Pre-teach some vocabulary before telling the story.
3. Draw pictures on the board and label things if needed.
4. Bring real things to the classroom and pre-teach them if necessary. Use exaggerated gestures and lots of them. Keep them consistent and repeat them the same way each time.
5. Use place anchors (place a person or object in space through your gestures and remember where you left them so you can refer back to them).
6. Repeat a lot. The words with the gestures. Repeat a lot! With gestures!
7. Make pauses. . . . . Long pauses . . . . . as long as you need. . . . Notice the students' faces when you pause . . . . . Often they will tell you when you need to repeat . . . Then repeat . . . and pause. . . . . It's in the pauses that the brain has time to make sense of things. Use pauses . . . and short chunks.
8. Practice with colleagues and tell stories in several classes. You learn to do it better as you do it more.
9. Get excited and dramatize your stories. That attracts students' attention and makes things much more understandable. And even if they don't understand, they'll laugh! And if they do that they will at least have understood that class can be a fun place!

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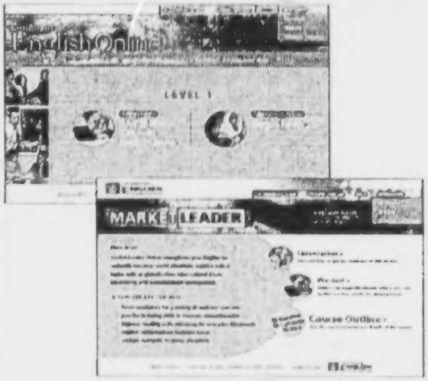

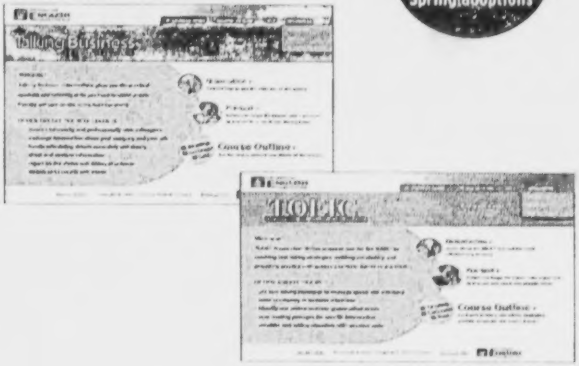

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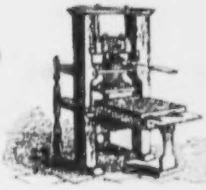
Off the Presses

edited by mark zeid

That Depends On Where You Want To Go

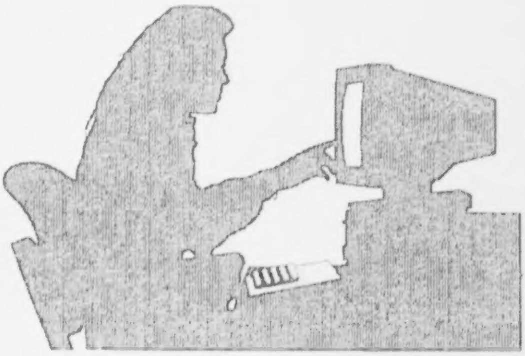


> Just then Alice noticed the Cheshire-Cat sitting in a tree nearby. It saw Alice and grinned.
>
> "Cheshire-Cat," said Alice, "please could you tell me which way I should go?"
>
> "That depends on where you want to go," the Cheshire-Cat answered.
>
> "I don't really care," said Alice.
>
> Well it doesn't matter then, does it?" the Cheshire-Cat said.
>
> "As long as I get somewhere," said Alice quickly.

Recently, Microsoft's advertising campaign asked its clients, "Where do you want to go?" With online learning coming to the fore, this question is asked and answered by educators and trainers for varied reasons--"it's the in thing"; "I want to be an innovator in my field." The impact of Internet technology on the educational sector has been tremendous, with demand for online learning continually on the increase.

Regardless of use or demand for Internet technology there is, however, a fundamental challenge faced by teachers, administrators, students, and schools. That is:

> How do we integrate Internet technologies to create innovative learning opportunities for students?



To answer this question, careful examination is required. We need to know who are involved in delivering successful online learning opportunities, to examine the new learning environment—the computer—in which students find themselves, to define the roles and responsibilities teachers and students have in this new environment, and to look at who's responsible for creating this learning environment.

While there are many avenues to explore, this article will focus on the importance of instructional design for web-based courses as, with the help of teachers, they create the learning opportunities students encounter in front of the computer screen.

Patricia Smith (1999) defines instructional design as the process of converting principles of learning and instruction into blueprints for instructional materials, educational resources, and evaluation. This definition helps outline three questions asked by instructional designers and three activities done in the design process:

> Where are we going?
> (Determine goals.)
>
> How will we get there?
> (Develop instructional strategy to reach them.)
>
> How will we know when we get there? (Develop and conduct evaluations to know when goals have been reached.)

Unlike Alice in Wonderland, instructional designers need to have a clear image of where they want to go, a well-defined map of how to get there, and a knowledge of when they have arrived. Longman's new suite of online products, *Longman English Success* (<www.EnglishSuccess.com>), is the product of a dedicated team of experienced instructional designers, educators, course developers, editors, production managers, and technicians. As the world's leading educational publisher, and with over 275 years of publishing excellence, Longman is able to work with educators and students to gain an understanding of their needs in order to succeed in learning English.

In an online learning environment, the roles and responsibilities of teachers have changed, with students having to be more accountable for their own learning and teachers moving from the "sage on the stage" to be the "guide on the side." Online students need to be more self-directed learners, and to help them succeed certain characteristics in the way information is transferred and instruction delivered need to be incorporated into the computer screen. Following is a table outlining some of these characteristics, how they're presented in *Longman English Success* products, and some of their benefits.

One benefit of instructional design is that it can provide clear learning pathways for students involved in online studies. Coupled with in-class sessions, students are likely to be successful learners of English.

If you would like to learn more about *Longman English Success*, please visit our website at <www.EnglishSuccess.com> for free trials. If you would like to see a demonstration of *Longman English Success*, please contact Pearson Education Japan (<www.longmanjapan.com>).

References

Smith, P. (1999). *Instructional design*. New York: John Wiley.

Learning Environment Characteristics	**Longman English Success Interface**	**Benefits**
Structured, well organized chunks of information	• Discrete animated grammar points • Lesson presentations • Detailed course outline • Case studies • Directions/instructions for each activity or lesson	Presenting information in organized chunks help students master the language, skill, or task presented. Text density is an important consideration on a computer screen.
Clear opportunities to practice, self-check, revise, and try again.	• Practice activities in each unit. • Unit Quizzes	As self-directed learners, students need to be given the opportunity to practice and check their progress.
Student Support	• Dictionary/Glossary/Grammar Reference • Pop up windows on Culture Notes, Listening Tips, Transcripts, Translations • Technical support	While online, students need to be provided with as much support as possible to enhance their learning experience.
Performance Assessment linked to precise objectives	• Pre/Post tests • Unit Quizzes • Practice tests • Learning Management System (LMS)	In addition to traditional tests. Longman has developed it's own LMS to help teachers track student progress and allow students access to these grades.
Community Building	• Email • Text chats • Discussion boards • In-class activities	Studies have shown that online students need to feel a part of a class. These tools allow students to communicate with each other and develop a sense of "classroom."
Real Life Applicability	• Roleplay • Written submissions • Audio submissions • Case studies	When students see real life uses and value for what they are studying, they are motivated to continue.

Book Reviews

edited by amanda obrien

Writing From Within. Curtis Kelly and Arlen Gargagliano. Cambridge: Cambridge University Press, 2001. pp. 119. ¥2,470. ISBN: 0-521-62682-X.

Curtis Kelly and Arlen Gargagliano have written a very useful, interesting, and motivating text for low-intermediate and intermediate learners of English for expository writing. It was wonderful to try this book for a limited period of time for the purposes of a review, and it could definitely be employed successfully over a whole course—the 12 units contain lessons of at least one to two pages apiece, and each lesson is designed to be completed in 45-90 minutes. Since each unit takes 3-5 hours to complete, it would probably require two semesters to finish the text. Incidentally, despite our usage of the term "semesters" here, it is not explicit or obvious that this material is intended only or tailored specifically for college and university students. However, it does seem to assume that learners have already mastered the rudiments and "metalanguage" of writing for academic purposes, including such standard process writing methods as prewriting, paragraphing, and self or peer editing. I would assume that the intended users are in second year of junior college or university, but this boundary of use is not terribly strict. In fact, one appealing feature of the text is that the content and topics are not extremely specialized or difficult, but neither do they patronize or pander. The topics could easily complement a conversation or oral communication course, covering such items as life changes, destinations, personal goals, role models, newspaper English, and job interviews. The breadth of topics and the accessibility of the language used make the material very flexible. We tried some of it out on a third year university class of 27, but larger or smaller student-to-teacher ratios are equally viable.

To quote from the publishers' catalogue, "The focus of each unit is a writing assignment. Prewriting activities involve students in discussions, interviews, and roleplays. Postwriting exercises involve editing, feedback and rewriting . . ." and it is reassuring to discover that the rhetoric of sales here truly does match the reality of the text in the classroom. In our case, we had already planned out our course outline to include an assignment on "turning points." Due to this happy intersection, chapter 5, "It Changed My Life," was very serendipitous. There were almost too many resources offered; there are eight lessons in this chapter, plus an optional activity, so we opted to choose from various components and see how it worked. An interesting aspect was the need to continually work in pairs, or groups of three or four. Some students tend to feel that writing, reading, speaking, and listening are discrete skills, and may not always feel comfortable with this cooperative approach, but the majority will surely be enthusiastic.

In our case, we brainstormed important events for a limited time, shared histories with a partner, developed a five-paragraph paper (although the book recommends four) and did self-editing and peer checks for such factors and devices as "attention getters," main ideas, and cause-effect connectors. This was a mixed-level class, so it was not a surprise that some felt the exercises were far too easy, while others struggled a bit. By and large, the intended level, rationale, and format of the text were pretty well borne out by the short trial. Finally, the text layout is attractive and easy on the eye, set out in blue, light purple, beige, and off-white with a variety of typeface font and point sizes. One does hope that the future will bring a glossary for students, and perhaps some kind of multimedia element for teachers, or overt connections to speaking and listening materials—it seems like a possibility pregnant with promise, if our own peer editors will forgive this writer's indulgence into alliteration.

Reviewed by Tim Allan
Kwassui Women's College, Nagasaki

Recently Received

compiled by linh t. pallos

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will not be available for review after the 28th of February. Please contact Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Course Books

*__Longman English Express 1 & 2__. Roşt, M., Thewlis, S., & Schmidt, J. Hong Kong: Longman Asia ELT, 2002.

*__The Good Grammar Book: A Grammar Practice Book for Elementary to Lower-Intermediate Students of English__. Swan, M., & Walter, C. Oxford: Oxford University Press, 2001.

*__Reason to Write: Strategies for Success in Academic Writing__ (Low-Intermediate). Miller, J. L., & Cohen, R. F. Oxford: Oxford University Press, 2001.

*__Head for Business__ (Intermediate). Naunton, J. Oxford: Oxford University Press, 2000.

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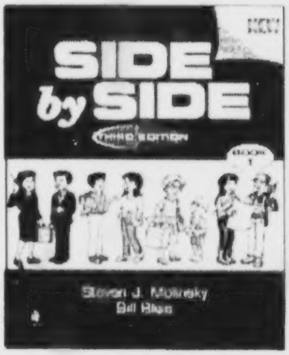
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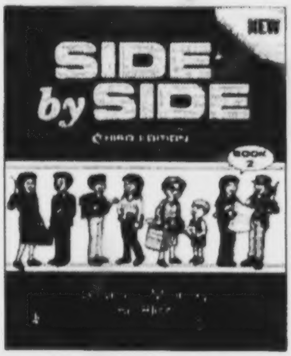
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- •**Landmark** (Intermediate & Upper Intermediate). Haines, S., & Stewart, B. Oxford: Oxford University Press, 2000.
- •**Big City**. Hutchinson, T., & O'Driscoll, N. Oxford: Oxford University Press, 2001.
- •**Quick Work: A Short Course in Business English** (Pre-Intermediate & Intermediate). Hollett, V. Oxford: Oxford University Press, 2000.

Supplementary Materials

- •**Window on Britain 2**. MacAndrew, R. Oxford: Oxford University Press, 2001. (Video Guide, Activity Book, & Video)
- •**Arts and Crafts with Children**. Wright, A. Oxford: Oxford University Press, 2001.
- •**Oxford Idioms: Dictionary for Learners of English.** Oxford: Oxford University Press, 2001.
- •**Oxford Phrasal Verbs: Dictionary for Learners of English.** Oxford: Oxford University Press, 2001.
- •**Oxford Student's Dictionary of English.** Oxford: Oxford University Press, 2001.
- •**English for Primary Teachers.** Slattery, M., & Willis, J. Oxford: Oxford University Press, 2001.
- •**Film**. Stempleski, S., & Tomalin, B. Oxford: Oxford University Press, 2001.
- •**Quick Placement Test.** University of Cambridge: Local Examinations Syndicate. Oxford: Oxford University Press, 2001.

For Teachers

(Contact Patrick Rosenkjar for the following books at <rosenkja@owls.tuj.ac.jp>.)

- •**Phonetics**. Roach, P. Oxford: Oxford University Press, 2001.
- •**Historical Linguistics**. Schendl, H. Oxford: Oxford University Press, 2001.
- •**Individual Freedom in Language Teaching: Helping Learners to Develop a Dialect of Their Own.** Brumfit, C. Oxford: Oxford University Press, 2001.
- !**Teachers' Voices 7: Teaching Vocabulary.** Burns, A., & de Silva Joyce, H. (Eds.). Sydney: National Centre for English Language Teaching and Research, 2001.

JALT News

edited by amy e. hawley

Join the JALT 2002 Proposal Reading Committee

Here's your chance to do your bit for JALT. Volunteers are needed to read and score proposal abstracts for presentations at the JALT2002 National Conference. Reading Committee members should be JALT members, should have attended at least one JALT national conference, and should be available (in Japan and near your mailbox) from late February through the third week of March. No travel necessary. Just fill out the form below and mail, fax, or email by February 16 to Gwendolyn Gallagher, Takasagodai 6 chome 8-14, Asahikawa 070-8061; t/f: 0166-63-1493; email: <gallaghr@eolas-net.ne.jp>.

Name:

Mailing address:

Phone: Fax: (H/W?)

Email:

Years of language teaching experience:

Current teaching situation:

How many JALT national conferences have you attended?

Do you have any proposal reading experience?

Please circle: I can read and evaluate abstracts in
ENGLISH JAPANESE

Are there any dates between February 20 and March 30 when you would not be available to read? If so, please explain.

Submitted by Gwendolyn Gallagher
JALT2002 Reading Committee Coordinator

JALT 2002 査読委員会

JALTにおいて、あなたにできることがあります。私達は、JALT２００２年次大会への発表申し込みの要約を読んで、評価するボランティアを募っています。ＪＡＬＴのメンバーで、少なくとも1 回はJALT National Conferenceに参加されていて、2月下旬から3月第3 週まで(日本及びメールボックスの近くで) 時間が取れる方。移動の必要はありません。下記の表に記入され、２月１６日までに郵送かFaxで、Gwendolyn Gallagher までご連絡ください。詳細は英文をご参照ください。

JALT 2002 Reading Committeeコーディネーター
Gwendolyn Gallagher 記

Okinawa's Writing With Words Project

Okinawa JALT has elected a new group of officers that are enthusiastic about helping the students and teachers of Okinawa. A Writing With Words (WWW) Project committee has been established that will create an English writing contest for senior high school students in Okinawa. The idea is to have students write an English language essay and submit it to the committee. Each essay will be evaluated based upon a set of criteria that the committee is now establishing. We expect to draw about 25 high school students into this endeavor.

The great part about this project is that we will be promoting the contest in the high schools and letting teachers know about our Okinawa JALT chapter. As teachers become involved in the contest they will become interested in our chapter, attend our meetings, and hopefully become members of JALT.

As the committee is still setting the criteria for participation and essay evaluation, we could use some input in these areas. Any JALT member who would like to contribute some useful information to assist us in our WWW Project, please contact the president, Lyle Allison at <leaphd@aol.com>.

Submitted by Lyle Allison
President, Okinawa JALT

沖縄　Writing With Words プロジェクト

沖縄ＪＡＬＴは、沖縄の生徒及び先生方の支援に熱心な、新しい事務官達を選出しました。Writing With Words (WWW) プロジェクト委員会は、沖縄の高校生達に英語ライティングのコンテストを受けさせるべく設立されました。その理念は、生徒達に英語でエッセイを書かせて、委員会に提出させるというものです。それぞれのエッセイは、委員会が現在、作成中の一定の規範をベースに評価されます。私達は、およそ２５名の高校生をこの試みに参加させたいと思っています。

このプロジェクトの大きな利点は、高校でコンテストを促進しながら、先生方に沖縄ＪＡＬＴ支部について知っていただけるということです。コンテストに関わり、支部に関心を持っていただき、そして会議に参加してもらって、願わくば、ＪＡＬＴのメンバーになっていただけるのではないかと。

委員会には、その参加及びエッセイ評価に関して未決の事項がある為、JALTのメンバーで、WWW　プロジェクトに関して有用な情報をお持ちの方、会長のLyle Allison までご連絡ください。

〈leaphd@aol.com〉

沖縄JALT会長　Lyle Allison 記

Hiroshima Holds Charity *Bonenkai*

Hiroshima JALT held a charity *bonenkai* this year to help raise funds for the "Save the Children" organization's work on the Afghanistan border where they are involved in providing women with work training and children with education. We the organizers felt a need to do something special this year to help the Afghanistan people as well as to try for a more formal type of party to attract nonmembers and treat existing members. Forty people attended the party at a local French restaurant. Most were non-JALT members and about 10 were not teachers. All tickets were sold prior to the event at 5,000 yen; 1,000 yen of each ticket going to "Save the Children." I would highly recommend doing this kind of party in other chapters to raise money for a worthy cause and to open your JALT meetings up to non-JALT members. Whether it will recruit more members to our regular JALT meetings or not, we believe it has created a more positive image of JALT to people living and working in Hiroshima both in and outside teaching circles.

Find out more about "Save the Children": <http://www.savethechildren.org/>

Find out more about what's next for Hiroshima JALT: <http://www.hiroshimajalt.com>

Find out more about what's happening in Hiroshima: <http://www.gethiroshima.com>

Submitted by Joy Jarman-Walsh
JALT2001 4 Corners Tour Coordinator

広島チャリティ忘年会

広島ＪＡＬＴは、今年、チャリティ忘年会を開催しました。その趣旨は、アフガニスタン国境付近での、女性には職業訓練、子供には教育を供給する"Save the Children"団体を助成するというものでした。私達は、アフガニスタンの人々を助ける為に、今年は何か特別なことをする必要があると感じました。もっとフォーマルなパーティーを開催し、会員以外の方も含めておもてなしをするよりも。４０名の方が、地元のフランス料理レストランでのパーティーに参加され、そのほとんどはＪＡＬＴのメンバーではなく、およそ１０名は教員ではありませんでした。

全てのチケットは前売り5,000円で、その内の1,000円が"Save the Children"に渡されました。私は、この種の資金集めのパーティー、及び、ＪＡＬＴ会議をメンバー以外の方まで含めて広く開催することを、他Chapterの人々にも強く勧めます。定例JALT会議に来る人がもっと増えようが、増えまいが、ティーチングに携わろうが、携わるまいが、広島で生活し働く人々に、ＪＡＬＴのよりポジティヴなイメージを抱いていただけたことと思います。

"Save the Children" について、もっとよく知ろう。
http://www.savethechildren.org
広島JALTの 'What's next' について、もっとよく知ろう。
http://www.hiroshimajalt.com
広島の 'What's happening' について、もっとよく知ろう。
http://www.gethiroshima.com

JALT2001 4 コーナーズ　ツアー　コーディネーター
Joy Jarman-Walsh 記

SIG News

Edited by coleman south

As of this writing, one Forming SIG (Crossing Culture) has disbanded and two Full SIGs (Foreign Language Literacy & Video) have asked to be disbanded, although a merger with another SIG is possible—particularly the Video and CALL SIGs. Since there have not been clear guidelines established for the process of disbanding a SIG, the process of doing so and length of time allowed are not yet clear. Alan Mackenzie, National SIG Representative, has proposed a process which has met with general acceptance among SIG officers, and he will introduce it at the Executive Board Meeting in January. However, until then, if any JALT member has paid the ¥1,500 to participate in any of the SIGs mentioned above, there clearly should be some adjustment for you—perhaps a partial refund from JALT Central or your membership switched to another SIG of your choice, unless your SIG actually merges with another. If you are affected by the dissolution of one or more of these SIGs and want to know what will happen to your membership, please contact the National Membership Chair at <memchair.jalt.org>.

CALL—Call for participation. The CALL SIG is pleased to announce ***JALTCALL2002: Pedagogical Responsibility: Local Decisions; Global Effects,*** to be held at Hiroshima Jogakuen University on May 18 and 19, 2002. The call for participation can be found at the convention website <http://jaltcall.org/conferences/call2002>. Detailed information about

JALTCALL2002 can be obtained from the website or from the JALTCALL2002 Chair, Timothy Gutierrez; <timothygutierrez@yahoo.com>; t: 81-823-21-4771.

GALE—A new language teaching journal, *The Journal of Engaged Pedagogy*, debuted in fall 2001. This journal was inspired by African-American educator bell hooks' theory of engaged pedagogy. Many GALE and WELL (Women Educators and Language Learners) members were involved in editing, translating, producing, and (partially) financing this journal. GALE is proud to have had a hand in making this bilingual (English/Japanese) journal a reality. The editors of Vol. 1, No. 1 were the past Coordinator of GALE and the active (as of December 2001) Coordinator of WELL. The editor for Vol. 2 is GALE Membership Chair Diane Nagatomo. Journal contents include the following articles:

- "Engaged pedagogy: A new professional vision for educators" by Marie Nelson;
- "Teachers' cultures, teachers' stories" by Stephanie Vandrick;
- "Bell hooks and Japanese women" by Midori Hotta;
- "Merging life and language teaching" by Sonja Franeta;
- "A note on becoming a qualitative researcher" by Steve Cornwell;
- "Following hooks and Freire: The liberatory potential of ESL education" by Julia Menard-Warwick; and
- "Review of teaching to transgress: Education as the practice of freedom" by Diane Hawley Nagatomo.

To order, please send ¥2,250 or U.S. $22 bank check or money order to Diane Nagatomo; 2-20-12-314 Utase, Mihama Ku, Chiba Shi 261-0013, Japan. To request contributors' guidelines or information concerning the second bilingual issue (in progress), please contact Diane Nagatomo as above or email <dsnagatomo@bekkoame.ne.jp>. (Issue #2 will be bilingual English and Japanese, and Issue #3 is planned as a bilingual Spanish/English publication.)

GALE—The GALE, GILE, and PALE SIGs are cosponsoring a conference entitled ***Peace as a Global Language*** to be held in Tokyo, September 28 and 29, 2002, at Daito Bunka Kaikan (of Daito Bunka University), Nerima-ku, Tokyo (additional sponsors of this conference include WELL—Women Educators and Language Learners, JAPANetwork—AIDS information NGO, and JEE—Japan Environmental Exchange).

Currently we are seeking workshop proposals related to language teaching and peace. Presentation topics can include understanding/teaching about minority rights in Japan and internationally, labor issues, green movements, peace education, critical pedagogies, multiculturalism, gender and queer studies, terrorism and war, bullying, conflict resolution in schools, AIDS education, and other human rights and peace-related topics. Teachers of both children and adults are welcome to submit proposals, as are researchers and activists working in these areas. Presentations can be in English, Japanese, or bilingual.

For more information please contact the Coordinators of GALE, GILE, or PALE, or the Peace as a Global Language Conference Committee, c/o J. Nakagawa; 2-285 Isohara, Isohara-cho, Kita-Ibaraki shi, Ibaraki-ken, 319-1541, Japan; t: 0293-43-1755; <jane@ulis.ac.jp>; or <janenakagawa@yahoo.com>.

Learner Development—Enjoy Mt. Rokko in the autumn! The LD SIG will be holding another autumn retreat in the mountains above Kobe on October 5th & 6th. Current plans are that it will be a work-in-progress sharing of work towards an anthology of research into learner autonomy, planned for publication sometime in 2003. Stick it in your diary now and watch this space for more details! (More information now from Steve Brown; t: 0727-23-5854(w); f: 0727-21-1323(w); <brown@Assumption.ac.jp>; Miyuki Usuki; <m-usuki@hokuriku-u.ac.jp>).

Other Language Educators (OLE)—OLE has put out its third and fourth newsletters of 2001, numbers 20 and 21, this time combined in one issue. The first part contains, besides the coordinator's report for 2001, further information on JALT2001 and approaches to FL teaching (such as in the OLE-related and French workshops as well as in Prof. Tahara's Vietnamese course), which go much farther than what is done in usual FL classes. The middle section is an extensive example from an application of the Immediate Method to German. This method, having no clear border between teaching and practice, actually has students speaking and altering pieces of conversation in groups and with the teacher. The concluding part contains a discussion paper on "narcotizing" or "vitalizing," objectives of lessons, research sources for third language learning, and publishers' announcements. Copies are available from the OLE coordinator by contacting him at <reinelt@ll.ehime-u.ac.jp>.

SIG Contacts

edited by coleman south

Bilingualism—Peter Gray; t/f: 011-897-9891(h); <pag@sapporo.email.ne.jp>; <www.kagawa-jc.ac.jp/~steve_mc/jaltbsig>

College and University Educators—Alan Mackenzie; t/f: 03-3757-7008(h); <asm@typhoon.co.jp>

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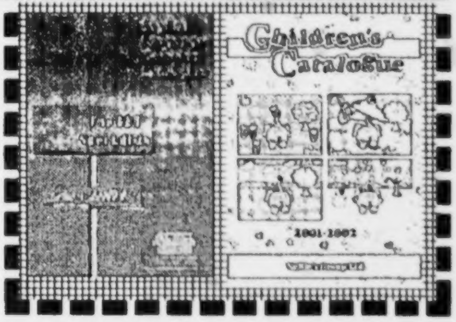

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Computer-Assisted Language Learning—Timothy Gutierrez; t: 0823-21-4771; <timothygutierrez@yahoo.com>

Foreign Language Literacy (currently requesting to be disbanded or merged with another SIG)—David Dycus (temporary coordinator); <dcdycus@asu.aasa.ac.jp>

Gender Awareness in Language Education—Jane Nakagawa; t: 0293-43-1755; <janenakagawa@yahoo.com>; <www2.gol.com/users/ath/gale>

Global Issues in Language Education—Kip A. Cates; t/f: 0857-31-5650(w); <kcates@fed.tottori-u.ac.jp>; <www.jalt.org/global>

Help with Employment and Labor Policies—Edward Haig; f: 052-789-4789(w); <haig@lang.nagoya-u.ac.jp>; Michael H. Fox; <thefox@humans-kc.hyogo-dai.ac.jp>; <www.voicenet.co.jp/~davald/PALEJournals.html>

Japanese as a Second Language—Nitoguri Shin; <nitoguri@isec.u-gakugei.ac.jp>

Junior and Senior High School—Robert "Bob" Betts; t/f: 0294-54-0344; <bobj.betts@nifty.ne.jp>

Learner Development—Steve Brown; t: 0727-23-5854(w), f: 0727-21-1323(w), <brown@Assumption.ac.jp>; Miyuki Usuki; <m-usuki@hokuriku-u.ac.jp>; <www.miyazaki-mu.ac.jp/~hnicholl>

Material Writers—James Swan; t/f: 0742-41-9576(w); <swan@daibutsu.nara-u.ac.jp>; <www.jalt.org/mwsig>

Other Language Educators—Rudolf Reinelt; t/f: 089-927-6293(h); t/f: 089-927-9359(w); <reinelt@ll.ehime-u.ac.jp>

Pragmatics—Yamashita Sayoko; t/f: 03-5-5283-5861; <yama@tmd.ac.jp>

Teacher Education—Miriam Black; t: 096-339-1952(h); 096-343-1600(w); <miriamblacktesig@yahoo.com>

Teaching Children—Aleda Krause; t/f: 048-787-3342; <aleda@tba.t-com.ne.jp>

Testing and Evaluation—Tim Newfields; t/f: 052-861-2465(h); <testsig@jalt.org>; <www.jalt.org/test>

Video (currently requesting to be disbanded or merged with another SIG)—Daniel Walsh; t/f: 0722-99-5127(h); t: 0722-65-7000(w); <walsh@hagoromo.ac.jp>; <www.jalt.org/video>

Forming SIGs

Applied Linguistics—Thom Simmons; t/f: 045-845-8242; <malang@gol.com>

Eikaiwa—Duane Flowers; t/f: 0736-36-2993; <duane@purple-dolphin.com>

Pronunciation—Veronika Makarova; t: 0298-567862(h); f: (except university vacations/holidays) 047-350-5504(w);<makarova@etl.go.jp>; Elin Melchior; t: 568-76-0905; f: 568-71-8396; <elin@gol.com>

Chapter Meetings

edited by tom merner

Hiroshima—***Swap Shop Featuring Everyone Present!*** We want to hear from you! Have you recently read a good book related to language education? Do you have a clever and successful classroom idea? If so, please talk about it for 5-15 minutes. *Sunday February 17, 15:00-17:00; International Conference Center 3F, Seminar Room 3, Hiroshima Peace Memorial Park; one-day members 500 yen.*

Hokkaido—***Nonverbal Communication for Language Teachers*** by Stephen Ryan. Ryan, a well-known speaker on nonverbal communication, will be presenting on exploring a number of possible interactions between nonverbal communication and language teaching. His presentations are lots of fun, so come prepared to laugh. *Sunday February 24; 13:30-16:30 (doors open at 13:00); Hokkaido International School; one-day members 1000 yen.*

Ibaraki—***General Education English Reform at Ibaraki University*** by Mary Lee Field and Nagai Noriko. The presenters will discuss their pilot program for proficiency-based, sequenced, and outcome-based General Education English. *Sunday February 17, 13:30-17:00; Mito (site to be announced); one-day members 500 yen.*

Kanazawa—***Vygotski Inspired Practical Pedagogical Strategies*** by Tim Murphey, Nanzan University. Drawing from Vygotskian Sociocultural Theory, Murphey will describe and illustrate several ways that students can reveal their mental constructing of linguistic and content material so that others might adjust to them and their Zones of Proximal Development. At the same time he will show how this revealing can enhance group dynamics and emerging language identities. The presentation will be based in part on Murphey & Jacobs' (2000) concept of critical collaborative autonomy and Murphey's (2001) application of this to the classroom. *Sunday February 10, 14:00-16:00; Shakai Kyoiku Center (3-2-15 Honda-machi, Kanazawa); one-day members 1000 yen. Information available online at http://www.hokuriku-u.ac.jp/p-ruthven/jalt/.*

Matsuyama—***English and its World View*** by Shioiri Kyoshi, Shinonome College. Language is a reflection of the world view. The presenter will examine and discuss the way words are arranged syntactically in English as a reflection of the world view of English-speaking people, and this will be contrasted with Japanese syntax and its world view. An effective method of teaching and learning English will be discussed from the point of view of the contrastive method. *Sunday February 10, 14:15-16:20; Shinonome High School Kinenkan*

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4F; one-day members 1000 yen.

Nagasaki—***Activities and Songs for All Your Children's Classes! Bridging the Gap Between the Classroom and the Real World.*** In this practical workshop with Katherine MacKay, Longman ELT Consultant for Children's Materials, Pearson Education Japan, we will look at the different types of learning styles of children and developmentally appropriate practice for younger learners. After that, Paul Rosengrave of Pearson Education Japan will introduce how we can make teenage and young-adult classes feel real and relevant to the students by the use of content-rich, high-interest, task-based activities. *Sunday February 24, 13:30-16:30; Kotsu Center, Nagasaki Bus Terminal Building, 4F, Volunteer Center; no admission charges this month.*

Nagoya—***Songs in the EFL Classroom - Beyond Cloze*** by Robert Gee and Michael Furmanovsky, Sugiyama Jogakuen University and Ryukoku University respectively. The presenters will offer ideas on how to exploit songs in an EFL context. Both have had extensive experience with using songs which go well beyond the typical listening cloze exercises typically found in textbooks. Please come and share your ideas with the audience. *Sunday February 17, 13:30-16:00; Nagoya International Center, 3F, Lecture Room 3; one-day members 1000 yen.*

Omiya—***Part I: Encouraging and Developing Listening Skills. Part II: Practical Techniques and Vocabulary Development for High School and Adult Students*** by Andrew Tope, Longman ELT, Pearson Education Japan. Using high-interest input, accessible tasks that clearly target specific listening goals, usable strategies, and practical tips the presenter will offer techniques for teachers looking for ways to develop the listening skills their students need to succeed outside the classroom. In the second part, the presenter will demonstrate a variety of practical activities designed to boost vocabulary and reinforce vocabulary retention for students of all levels. *Sunday February 17, 14:00-17:00; Omiya JACK Building, 6F, Room 2.*

Osaka—***Teaching Writing EFL*** by Curtis Kelly, Heian Jogakuin University. Writing instruction has been shaped by two paradigm-shaping articles: the process of writing and how different cultures organize their writing differently. Curtis will discuss the fascinating theories these articles spawned, and give suggestions for their application in class. He will also offer some suggestions on writing assignments leading to "self-discovery." *Sunday February 17, 14:00-16:30; Abeno YMCA (near Tennoji Station); one-day members 500 yen.*

Toyohashi—***Telling Stories in Class*** by Don Cherry, Hokuriku University. The presenter will work with students as they work on the language necessary to describe the events portrayed in a picture story. Students will operate at a fairly high level on, among other things, English sounds and melody, equivalent expressions, and phrasal verbs. This work will all be done by the students with a minimum of interference by the instructor. *Sunday February 17, 13:30-16:00; Building 5, Aichi University, Toyohashi Campus.*

Yamagata—***Midland of England in Terms of History, Culture, Education, and Language*** by Miranda Jackson, Geos English Conversation School, Yamagata. The presenter will speak on the above-mentioned topic in light of a global issues aspect, hopefully expecting to find some key to do away with terrorism and war with the help of foreign language acquisition and instruction. *Sunday February 3, 13:30-15:30; Yamagata Kajo Kominkan (t: 0236-43-2687); one-day members 800 yen.*

Yokohama—***Utilizing Tasks in Teaching English*** by Onoda Sakae, Kanda University of International Studies. The presenter will discuss the benefits of utilizing TV news clips and other kinds of audio-visual materials and explore how we can effectively utilize them to get learners to fully practice their language skills in a communication-oriented classroom. Many creative ideas regarding tasks will be introduced for the participants to employ in their classroom practice. *Sunday February 10, 14:00-16:30; Ginoo Bunka Kaikan, Kannai, 6F, Room 603, one-day members 1000 yen.*

Chapter Contacts

edited by tom merner

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact person should send all information to the editor: Tom Merner; t/f: 045-822-6623; <tmt@nn.iij4u.or.jp>.

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Fukui—Watanabe Takako; t/f: 0776-34-8334; <wtakako@vesta.ocn.ne.jp>

Fukuoka—J. Lake; <j@bamboo.ne.jp>; website <www.kyushu.com/jalt/events.html>

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Gunma—Wayne Pennington; t/f: 027-283-8984; <jk1w-pgtn@asahi-net.or.jp>; website <202.236.153.60/JALT/>

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Hokkaido—Alan M. Cogen; t: 011-571-5111; <cogen@di.htokai.ac.jp>; website <englishforum.sgu.ac.jp/~jalthokkaido/>

Ibaraki—Martin Pauly; t: 0298-58-9523; f: 0298-58-9529; <pauly@k.tsukuba-tech.ac.jp>; Kobayashi Kunihiko <kunihiko@cc.ibaraki-ct.ac.jpwebsite>; <www.kasei.ac.jp/JALT/Ibaraki.html>

Iwate—Mary Burkitt; t/f: 019-647-7185; <iwatejalt@hotmail.com>

Kagawa—David Juteau; t: 0883-53-8844; <david-juteau@mailcity.com>

Kagoshima—Mori Reiko; 099-285-7447; <remori@po2.synapse.ne.jp>; website <www.kyushu.com/jalt/kagoshima.html>

Kanazawa—Bill Holden; t: 076-229-6153(w), 229-5608(h); <holden@nsknet.or.jp>; website <www.jaist.ac.jp/~mark/jalt.html>

Kitakyushu—Chris Carman; t: 093-603-1611(w); 592-2883(h); <carman@med.uoeh-u.ac.jp>; website <www.seafolk.ne.jp/kqjalt/>

Kobe—Hirayanagi Yukio; t/f: 078-794-0401; <hirayanagi@aol.com>; website <asia.geocities.com/wm_hogue/kobejalt>

Kumamoto—Christopher A. Bradley; t/f: 096-346-1553; <dkchris@shokei-gakuen.ac.jp>; website <www.kyushu.com/jalt/kumamoto.html>

Kyoto—Peter Wanner; t: 075-724-7266(w); f: 075-724-7580(w); <pwanner@ipc.kit.ac.jp>

Matsuyama—Richard Blight; t/f: 089-927-8341; <rblight@eec.ehime-u.ac.jp>; website <MatsuyamaJALT.50megs.com/>

Miyazaki—Hugh Nicoll; t/f: 0985-22-8812; <hnicoll@miyazaki-mu.ac.jp>; Steve Davies <sdavies@miyazaki-mic.ac.jp>; website <www.miyazaki-mic.ac.jp/faculty/sdavies/Miyazaki_pgrm/officers.html>

Nagasaki—Tim Allan; t/f: 095-824-6580; <allan@kwassui.ac.jp>; Shiina Katsunobu; t/f: 095-861-5356; <aab28032@pop16.odn.ne.jp>; website <www.kyushu.com/jalt/nagasaki.html>

Nagoya—Mathew White; 0565-53-9953; <matspaldingwhite@hotmail.com>

Nara—Shiki Osato; t/f: 0745-77-1961; <shiki@d8.dion.ne.jp>

Niigata—Angela Ota; t: 0250-41-1104; <angela@cocoa.ocn.ne.jp>

Okayama—Peter Burden; t/f: 086 293 3545; <burden-p@osu.ac.jp>

Okinawa—Caroline Latham; t/f: 0980-54-0787; <carolineclatham@hotmail.com>

Omiya—Okada Chikahiko; t/f: 047-377-4695; <chikarie@orange.plala.or.jp>; Phil Julien t/f: 0492-31-9896 <phjulien@pg7.so-net.ne.jp>; website <jalt.org/chapters/omiya/index.htm>

Osaka—Nakamura Kimiko; t/f: 06-376-3741; <kimiko@sun-inet.or.jp>; website <www.sun-inet.or.jp/~kimiko/josaka.html>

Sendai—John Wiltshier; t: 0225-88-3832; <johnw@sda.att.ne.jp>; website <www.geocities.com/jaltsendai>

Shizuoka—Amy Hawley; t/f: 054-248-5090; <shortone@iwa.att.ne.jp>

Shinshu—Tami Kaneko; t: 0266-53-7707; f: 0266-73-3899; <tami@clio.ne.jp>

Tochigi—Jim Chambers; t/f: 028-627-1858; <JiMiCham@aol.com>

Tokushima—Meg Ishida; <ys-meg@mse.biglobe.ne.jp>

Tokyo—Allan Murphy; <jalt_tokyo@hotmail.com>; Suzuki Takako; t/f: 0424-61-1460

Toyohashi—Laura Kusaka; t: 0532-88-2658; <kusaka@vega.aichi-u.ac.jp>

West Tokyo—Kobayashi Etsuo; t: 042-366-2947; <kobayasi@rikkyo.ac.jp>; website <jalt.org/chapters/wtokyo/>

Yamagata—Sugawara Fumio; t/f: 0238-85-2468

Yamaguchi—Shima Yukiko; t: 0836-88-5421; <yuki@ed.yama.sut.ac.jp>

Yokohama—Ron Thornton; t/f: 0467-31-2797; <thornton@fin.ne.jp>

Conference Calendar

edited by lynne roecklein

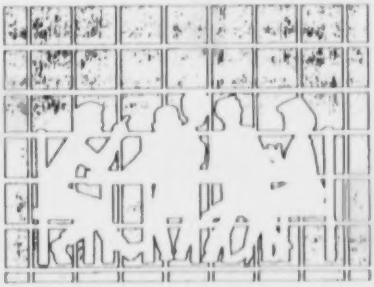
New listings are welcome. Please submit information to the editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus February 15th is the deadline for a May conference in Japan or a June conference overseas, especially for a conference early in the month.

Upcoming Conferences

February 16, 2002—***The 2002 KATE National Conference—English Education: Focus on the Classroom***, at Chosun University, Kwangju, South Korea. Presentations on a wide range of topic areas, from those targeting specific levels to considerations of music, art, and literature in the EFL Classroom, action research, language/culture awareness in the classroom, alternative approaches and methodologies, and more. For more information, contact Sang-ho Han, Conference Coordinator; School of Foreign Languages and Tourism, Kyongju University, San 42-1, Hyohyun-dong, Kyongju 780-712, South Korea; t: 82-54-770-5135; <singhap@chollian.net>.

March 20-22,2002—***TESOL Arabia 8th Annual International Conference 2002: Critical Reflection and Practice***, at the Abu Dhabi Hilton Hotel, Abu Dhabi, United Arab Emirates. Heading up a 150-presentation academic program is a roster of invited speakers which includes Keith Richards, Bonny Norton, Robert Phillipson, Stephen Gaies, Suresh Canagarajah, Graham Crookes, Adrian Holliday, Tove Skutnabb-Kangas, and Barbara Sinclair. The conference will also feature an educational materials exhibition and sale, institutional visit options, a job fair with onsite interviews, and an extensive social program. Pre-register by February 13th for a sizable reduction in fees. Registration forms and much else besides can be found online at <tesolarabiaconference.org>. Direct any registration questions to Sandra Oddy at <registration@tesolarabia.org>, by snail mail at Al Ain Women's College, PO Box 17258, Al Ain, United Arab Emirates, or by fax at 971-(0)3-7622920. For general inquiries, email Les Kirkham at <leslie.kirkham@hct.ac.ae> or contact Zafar Syed; <z.syed@mli.ac.ae>; Military Language Institute, PO Box 31529, Abu Dhabi, United Arab Emirates; t: 971-(0)50-6169811; f: 971-(0)2-6421307.

April 5-7, 2002—***Bilingualism & Multilingualism: The 47th Annual Conference of the International Linguistic Association***, to be held at the downtown campus of the Osgoode Hall Law School of York University, York University, Toronto, Canada. See the conference website at <www.ilaword.org/ilacall2002.html> for somewhat more information. Further contact: Johanna J. Woltjer, Conference Coordinator; 511 West 112 Street #14, New York, NY 10025-1634, USA; t: 1-212-749-3366; <ilaconf.woltjer@gte.net>.



April 6-9, 2002—***AAAL (American Association of Applied Linguistics) Annual Conference: (Re)Interpreting Applied Linguistics***, Sheraton Conference Center, Salt Lake City, Utah, USA. In colloquia and paper sessions, in plenaries and in the book exhibit, participants will see ideas being generated, disciplinary boundaries crossed, and research disseminated about issues and concerns in, for example, language policy, language acquisition, language pedagogies, or translation and interpretation. Among the five plenary speakers this year are Kees de Bot of the University of Nijmegen, the Netherlands, on "Language, memory, and aging," Braj B. Kachru of the University of Illinois at Urbana-Champaign on "Anatomy of an encyclopaedia: Constructs of knowledge in applied linguistics," and Cynthia Selfe of Michigan Technological University on "Rethinking technological literacy: Language practices and values in a technological world." Paul Kei Matsuda of the University of New Hampshire will offer a colloquium on "Changing currents in second language writing research," while AAAL and ILTA will conduct a joint colloquium, "Drawing the line: The generalizability and limitations of research in applied linguistics." See the conference website at <www.mrhassoc.com/aaal2002/conferencehighlights2.htm> for more detail about this manageable, quieter, more theoretically oriented conference which immediately precedes TESOL 2002. For further information, email <aaaloffice@aaal.org>, or write to the AAAL Business Office, PO Box 21686, Eagan, MN 55121-0686 USA; t: 1-952-953-0805; f: 1-952-431-8404.

April 9-13, 2002—***TESOL 2002: Language and the Human Spirit—The 36th Annual International Convention and Exposition***, to be held in Salt Lake City, Utah, USA, at the Salt Palace Convention Center and the Marriott Downtown City Center. Explore the website at <www.tesol.org/conv/index-conv.html> for extensive information about the academic sessions and speakers, forums, symposia and institutes, the job search workshops and job fair, the CALL Electronic Village and On-line Sessions, educational visits, energy breaks, a Swap Shop and more. Pre-registration ends on March 1; online pre-registration is available. For further information, use the online form at <www.tesol.org/global/request.html> or contact the office directly at: Teachers of English to Speakers of Other Languages, Inc. (TESOL), 700 South Washington Street, Suite 200, Alexandria, Virginia 22314 USA; t: 1-703-836-0774 (business hours); f: 1-703-836-7864 or 703-836-6447; Fax on Demand: 1-800-329-4469.

Calls for Papers/Posters
(In order of deadlines)

February 15, 2002 [11:59 p.m.] (for November 22-24, 2002)—***JALT2002: 28th Annual International Conference on Language Teaching and Learning & Educational Materials Expo: Waves of the Future***, at Granship, Shizuoka, Shizuoka Prefecture, Japan. The thrust of this year's conference is to explore trends that will have ramifications far into the 21st century. Papers (25 minutes), workshops and demonstrations (45 or 105 minutes) or poster sessions (2 hours) focusing on classroom practices, research and theory, or

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both are welcome. For a detailed list of topics and instructions for submission, see the Call for Presentations at <jalt.org/jalt2002/>. Only web submissions will be accepted. No link for further information is provided.

February 17, 2002 (for September 28-29, 2002)—***Peace as a Global Language***, a joint SIG conference cosponsored by GALE, GILE, and PALE to be held at Daito Bunka Kaikan, Daito Bunka University, Nerima-ku, Tokyo. We seek workshop proposals related to language teaching and peace. Themes include understanding/teaching about minority rights, labor issues, green movements, peace education, critical pedagogies, multiculturalism, gender and queer studies, terrorism and war, bullying, conflict resolution in schools, AIDs education, and other human rights and peace-related topics. For information please contact the coordinators of GALE, GILE, or PALE, or the Peace as a Global Language Conference Committee, c/o J. Nakagawa, 2-285 Isohara, Isohara-cho, Kita-Ibaraki-shi, Ibaraki-ken 319-1541 Japan; t: 0293-43-1755, email <jane@ulis.ac.jp> or <janenakagawa@yahoo.com>.

Reminders—Upcoming Conferences

March 23-27, 2002—***36th International Annual IATEFL Conference***, to be held at The University of York, U.K. Plenary sessions will be given by Leni Dam, Diane Larsen-Freeman, Peter Skehan, Martha Pennington, and B. Kumaravadivelu, and there will be an extensive ELT Resources Exhibition. See the IATEFL website at <www.iatefl.org> or email <generalenquiries@iatefl.org> for information. For further details on all aspects of the conference and exhibition, contact IATEFL; 3 Kingsdown Chambers, Whitstable, CT5 2FL, UK; t: 44-(0)-227-276-528; f: 44 (0)-227-274-415.

Job Information Center

edited by paul daniels

To list a position in The Language Teacher, *please email <tlt_jic@jalt.org> or fax (0463-59-5365); Paul Daniels, Job Information Center. Email is preferred. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary. If you want to receive the most recent JIC listings via email, please send a blank message to <jobs@jalt.org>.*

Shiga-ken, Hikone City—The University of Shiga Prefecture is seeking a part-time native English teacher beginning April 2002 to teach two classes on Tuesday mornings: 9:00-10:30 and 10:40-12:10. **Duties**: Teach first-year university students with about 40 students in a class for two terms. The first term runs from April to the end of July and the second term from October to mid-February. **Salary & Benefits**: 8,000 to 12,000 yen/*koma* plus transportation. **Qualifications**: MA; college teaching experience; publications and/or academic presentations; visa permitting work required/preferred. **Other**: Campus is located one hour by local train from Kyoto plus a 10-minute bus ride. **Application Materials**: Apply with CV/resume; preferably an English and a Japanese version. **Contact**: Walter Klinger; University of Shiga Prefecture, 2500 Hassaka-cho, Hikone 522-8533; t: 0749-28-8267; f: 0749-28-8480; email: <wklinger@ice.usp.ac.jp>.

Tokyo-to—The English Department at Aoyama Gakuin University is seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications**: resident of Japan with an MA in TEFL/TESOL, English literature, applied linguistics, or communications; three years university teaching experience or one year university English teaching experience with a PhD. **Duties**: teaching small group discussion, journal writing, and book reports; collaboration with others in curriculum revision project; publications; experience with presentations; familiarity with email. **Salary and Benefits**: comparable to other universities in the Tokyo area. **Application Materials**: apply in writing, with a self-addressed envelope, for an application form and information about the program. **Deadline**: ongoing. **Contact**: PART-TIMERS; English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366.

Tsukuba City, Ibaraki-ken—Meikei Junior High/High School is looking for a part-time native-speaker English teacher to start work in April 2002. **Qualifications**: BA or BSc with some EFL

For information on advertising in *TLT*, please contact the JALT Central Office:
Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016; t: 03-3837-1630; f: 03-3837-1631; tlt_adv@jalt.org

experience; basic Japanese language ability preferable. **Duties:** teach 10 to 18, 45-minute classes/week; help with department events such as English plays, speech contests, etc. **Salary and Benefits:** Salary is competitive and based on experience; a twice yearly bonus; a contract renewable on a yearly basis subject to performance. **Application Materials:** CV/resume; a photo; two references; a copy of degree/diploma. **Deadline:** ongoing until filled. **Contact:** Okubo Masahiko; Meikei High School, 1-1 Inarimae, Tsukuba-shi 305-0061; t: 0298-51-6611; f: 0298-51-5455; email: <okubo@meikei.ac.jp>. **Other information:** There is a compulsory interview; only applicants considered suitable for the position will be interviewed.

Web Corner

You can receive the updated JIC job listings on the 30th of each month by email at <jobs@jalt.org> and view them online on JALT's homepage (address below). Here are a variety of sites with information relevant to teaching in Japan:

1. EFL, ESL and Other Teaching Jobs in Japan at <www.jobsinjapan.com>
2. Information for those seeking university positions (not a job list) at <www.debito.org/univquestions.html>
3. ELT News at <www.eltnews.com/jobsinjapan.shtml>
4. JALT Jobs and Career Enhancement links at <www.jalt.org/jalt_e/main/careers/careers.html>
5. Teaching English in Japan: A Guide to Getting a Job at <www.wizweb.com/~susan/mainpage.html>
6. ESL Café's Job Center at <www.pacificnet.net/~sperling/jobcenter.html>
7. Ohayo Sensei at <www.wco.com/~ohayo/>
8. NACSIS (National Center for Science Information Systems' Japanese site) career information at <jrecin.jst.go.jp/>
9. The Digital Education Information Network Job Centre at <www.go-ed.com/jobs/iatefl>
10. EFL in Asia at <www.geocities.com/Tokyo/Flats/7947/eflasia.htm>
11. Jobs in Japan at <www.englishresource.com/classifieds/jobs.shtml>
12. Job information at <www.ESLworldwide.com>

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Contact Wilma Luth at the address above for more details.

Bulletin Board

edited by Timothy Gutierrez

Contributors to the Bulletin Board are requested by the column editor to submit announcements of up to 150 words written in a paragraph format and not in abbreviated or outline form. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor. For information about more upcoming conferences, see the Conference Calendar column.

Calls for Participation

The Pan-SIG Consortium would like to invite you to participate in a joint SIG conference with the following themes: "Practical and Theoretical Aspects of Bilingual Development and Education" by the Bilingual (BIL) SIG, "Curriculum Innovation" by the College University Educators (CUE) SIG, and "Language Testing in the 21st Century" by the Testing and Evaluation (T&E) SIG, to be held at Kyoto Institute of Technology, May 11-12, 2002. The Testing and Evaluation SIG will have guest speaker Dr. James D. Brown from the University of Hawaii. Please refer to the URLs below for further information. Bilingual Development Forum 2002 (BILDF): Practical and Theoretical Aspects of Bilingual Development and Education, <http://res.ipc.kit.ac.jp/~pwanner/>; CUE SIG Conference 2002: Curriculum Innovation, <http://www.wild-e.org/cue/conferences>; Testing and Evaluating SIG Conference 2002: Testing and Evaluation in the 21st Century, <http://jalt.org/test/conference.htm>.

Other Announcements

Nepal English Language Teachers' Association (NELTA)—9th International Conference will be held in Kathmandu from February 22-24, 2002. The theme is "Evaluation in ELT." For presenter's proposal form and registration details please contact: Mr. Ganga Gautam at <ggautam@wlink.com.np> or Mr. Jai Awasthi at <awasthi@enet.com.np>.

Elsevier Science are delighted to announce a NEW journal for 2002. *The Journal of English for Academic Purposes* (JEAP) has been created to serve the interests and needs of teachers, learners, and researchers engaged in all aspects of the study and use of English in academic (EAP) contexts. JEAP has received enthusiastic support from EAP researchers and practitioners around the world and has been adopted as the official journal of BALEAP, the British Association of Lecturers in English for Academic Purposes. *The Journal of English for Academic Purposes* is edited by Liz Hamp-Lyons, The Hong Kong Polytechnic University, and Ken Hyland, City University of Hong Kong, ably assisted by a distinguished international editorial board. For further information on this exciting new journal, subscription information, and details on how to submit a paper, please visit: <http://www.elsevier.com/locate/jeap>.

Elsevier Science are pleased to announce that the journal *Assessing Writing* has a new editor: Liz Hamp-Lyons, of The Hong Kong Polytechnic University. Ably assisted by a distinguished and newly internationalised editorial board, Hamp-Lyons has broadened the scope of the journal to reflect the concerns of teachers, researchers, and writing assessment specialists from around the world. In recognition of the new international scope of the journal, it will now be called *Assessing Writing: An International Journal* and the first issue to incorporate these changes will come out in spring 2002. For further information on this journal, subscription information, and details on how to submit a paper, please visit <http://www.elsevier.com/locate/asw>. Reserve your FREE sample copy of *Assessing Writing* now by sending an email to: <l.roberts@elsevier.co.uk>. Please don't forget to provide your full postal mailing address! The abstracts from each issue of *Assessing Writing* will be available FREE to all browsers via <http://www.SocSciNet.com/linguistics>.

Staff Recruitment—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in TLT style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit your curriculum vitae and cover letter to the Publications Board Chair; <pubchair@jalt.org>.

Submissions

The editors welcome submissions of materials concerned with all aspects of language education, particularly with relevance to Japan. Materials in English should be sent in Rich Text Format by either email or post. Postal submissions must include a clearly labeled diskette and one printed copy. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines indicated below.

日本語記事の投稿要領　編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくＡ４版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず１文字空け、１行２７字、横書きでお願いいたします。１頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

*The Language Teacher*は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well written, well-documented and researched articles of up to 3,000 words. Analysis and data can be quantitative and qualitative (or both). Pages should be numbered, new paragraphs indented (not tabbed), word count noted, and subheadings (**boldfaced** or *italic*) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should be sent in separate files. Send all material to Robert Long.

日本語論文です。４００字詰原稿用紙２０枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・　真は、本文の中には入れず、　紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、　文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を　紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to the editor.

原稿用紙１０～１５枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。

紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Interviews. If you are interested in interviewing a well-known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは１，０００字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the My Share editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。　紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

ＪＡＬＴによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の１５日にJALT News編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、ＳＩＧＳ編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に SIGS 編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から4枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の１５日にChapter Reports 編集者必着です。日本語の報告はChapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の　介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集　ご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. Email or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 20th of the month, 2 months prior to publication.

ＪＡＬＴ以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。ＪＡＬＴ以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及び JALT は、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の２０日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の方は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

求人欄です。掲載したい方は、Job Information Center/Positions 編集者にAnnouncement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。なお、求職広告不掲載が JALT Executive Board の方針です。

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For information on advertising in *TLT*, please contact the JALT Central Office: tlt_adv@jalt.org

Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 40 JALT chapters throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The JALT **International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m^2, an employment center, and social events. **Local chapter meetings** are held on a monthly or bimonthly basis in each JALT chapter, and **Special Interest Groups,** SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gifu, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kumamoto, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama.

SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Material Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (affiliate); Foreign Language Literacy (affiliate); Gender Awareness in Language Education (affiliate); Pragmatics (affiliate); Applied Linguistics (forming); Eikaiwa (pending approval); Pronunciation (pending approval). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — Regular Membership (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥6,000) are available to full-time students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form *(yubin furikae)* found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

Central Office
Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016
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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に40の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育・語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会、SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に４０の支部と１つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、岐阜、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、熊本、京都、松山、宮崎、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜。

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロプメント、教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価、ビデオ利用語学学習、他言語教育（準分野別研究部会）、外国語リテラシー（準分野別研究部会）、ジェンダーと語学教育（準分野別研究部会）、語用論（準分野別研究部会）、応用言語学（結成段階）、英会話（未承認）、発音（未承認）

JALT の会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

会員及び会費：個人会員（¥10,000）：最寄りの支部の会費も含まれています。学生会員（¥6,000）：学生証を持つ全日制の学生（大学院生を含む）が対象です。共同会員（¥17,000）：住居を共にする個人2名が対象です。但し、JALT出版物は1部だけ送付されます。団体会員(1名¥6,500)：勤務先が同一の個人が５名以上集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Language Teacher* のとじ込みの郵便振り替え用紙をご利用いただくか、国際郵便為替（不足金がないようにしてください）、小切手、為替を円立て（日本の銀行を利用してください）、ドル立て（アメリカの銀行を利用してください）、あるいはポンド立て（イギリスの銀行を利用してください）で、本部宛にお送りください。また、例会での申し込みも随時受け付けています。

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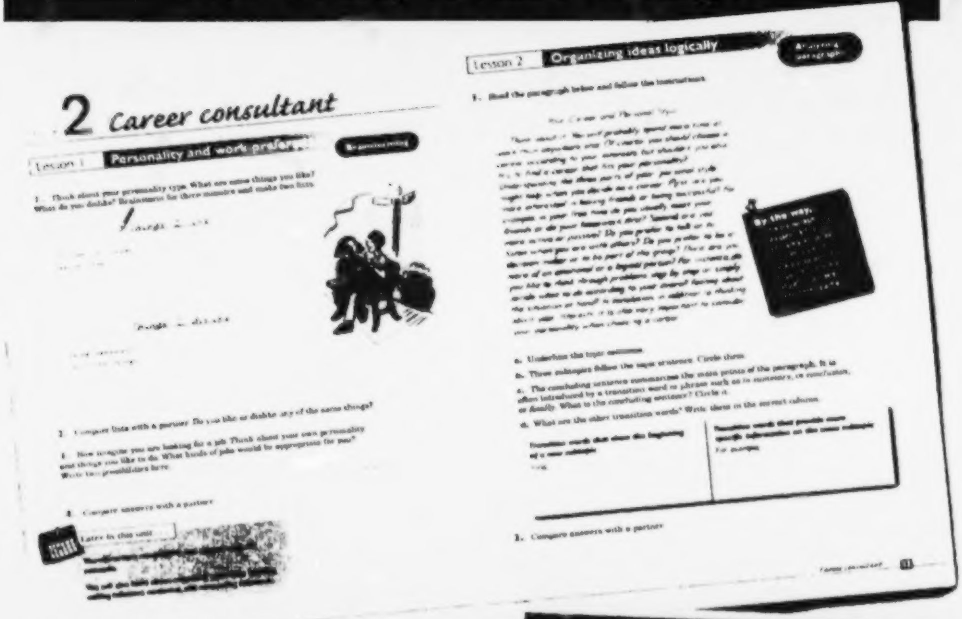
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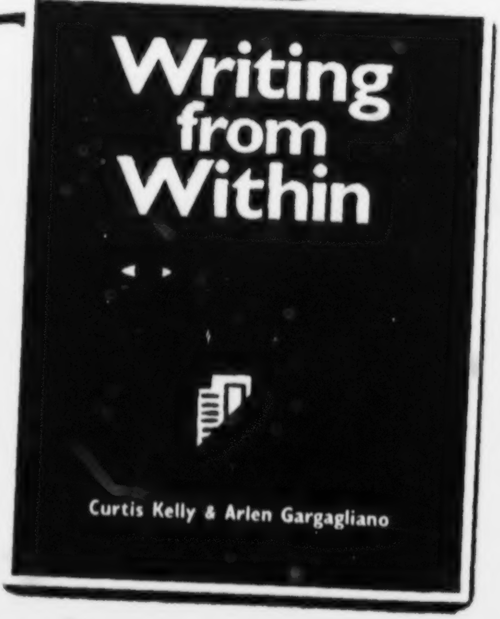
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3 **A Cross Sectional Study of Attitudes and Manifestations of Apathy of University Students Towards Studying English**
Peter Burden

11 ***Readers' Forum:***
A Model of SLA and Its Andragogical Implications in Teaching EFL to Young Adult Japanese Learners
P. Charles Brown

15 ***Opinions & Perspectives:***
Time for a Revolution in Culture Teaching and Learning?
Mike Guest

17 ***Conference Report:***
Learner Corpus Workshop
Onodera Masako

3

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Dear *TLT* Readers:

It's spring in 2002. The symmetry of the number 2002 somehow gives me a feeling of abundance. And a little bit of hope.

One of my hopes for this year is that JALT will see an increase in activity among its rank-and-file members. Whichever chapter of JALT you're living in, there's a good chance it needs you to do more.

Another hope I have is that *The Language Teacher* will continue to bring you the useful articles and timely JALT information you need. Most of you expect us to be there in your mailbox every month, and being the world's only volunteer-staffed, refereed, monthly journal is one of our main claims to fame.

Unfortunately, JALT is weak this year—very weak. The continuing economic malaise in Japan affects JALT dearly, both in membership and in advertising. We at *TLT* are rolling up our sleeves, testing every method at our disposal to save JALT money in publications, so that our members don't have to take the brunt of the blow in the form of diminished services. I hope—we all hope—that you will bear with us, and with the organization as a whole, as we press on through these difficult times.

Our feature article this month is by **Peter Burden**, who analyzes the motivations of college students to study English. In our Readers' Forum, **P. Charles Brown** proposes a new theoretical model of adult second language learning. Finally, **Mike Guest** presents his opinion on whether textbooks' attempts to study culture are productive, or just reductive. All three of these articles should provide plenty of food for thought to teachers as they prepare to face a new year of learning.

Scott Gardner
TLT Co-Editor

TLT読者の皆様

2002年春です。左右対称の2002という数字は私に豊かな感じとすこしの希望を与えてくれます。

私の今年の希望は、JALTの一般会員の活動がさらに活発になることです。皆さんがJALTのどの支部に属していても、支部には皆さんにやってもらいたいことがあるでしょう。皆さんの力を必要としているのです。

もう1つは、The Language Teacherが皆さんに有益な論文やタイムリーなJALT情報を提供し続けることです。皆さんのほとんどはTLTが毎月届くことを期待しているでしょう。TLTはボランティアスタッフによって作られている査読つきの世界で唯一の月刊誌であり、そのことがTLTに名声をもたらしています。

残念ながら、今年JALTは大変な危機に直面しています。JALTは会員数と広告数の両方で日本の経済不況の影響を非常に受けています。TLTは出版費を抑えるためにあらゆる手段を尽くしています。私たちがこのような困難な時期を押し進んでいるとき、皆さんが私たちや全体としての組織に我慢してくれることを期待しています。

今月の主要論文は大学生の英語学習者の動機づけを分析したPeter Burdenによるものです。読者フォーラムでは、P. Charles Brownが大人の第二言語学習の新しい理論的モデルを提案しています。最後に、Mike Guestは文化を学習するためのテキストの試みが生産的なのかどうなのかに関する意見を述べています。これら3つの記事は、教師が新しい年度の準備をするときに多くの思考の糧を与えてくれるでしょう。

contents

features

3 A Cross Sectional Study of Attitudes and Manifestations of Apathy of University Students Towards Studying English

readers' forum

11 A Model of SLA and Its Andragogical Implications In Teaching EFL to Young Adult Japanese Learners

opinions & perspectives

15 Time for a Revolution in Culture Teaching and Learning?

conference report

17 Learner Corpus Workshop

a chapter in your life

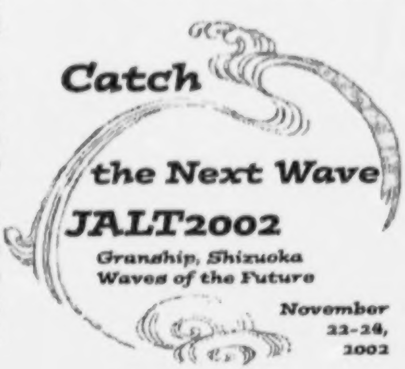
19 On Being a JALT National Officer

my share

21 Prepositional Pennies
21 Utilizing eGroup for Japanese Students
23 You Can Communicate It

departments

25 Book Reviews
26 Recently Received
27 JALT News
29 SIG News
30 SIG Contacts
30 Chapter Reports
31 Chapter Meetings
33 Chapter Contacts
34 Conference Calendar
36 Job Information Center
37 Bulletin Board
38 Submissions
39 Staff List
36 Advertiser Index



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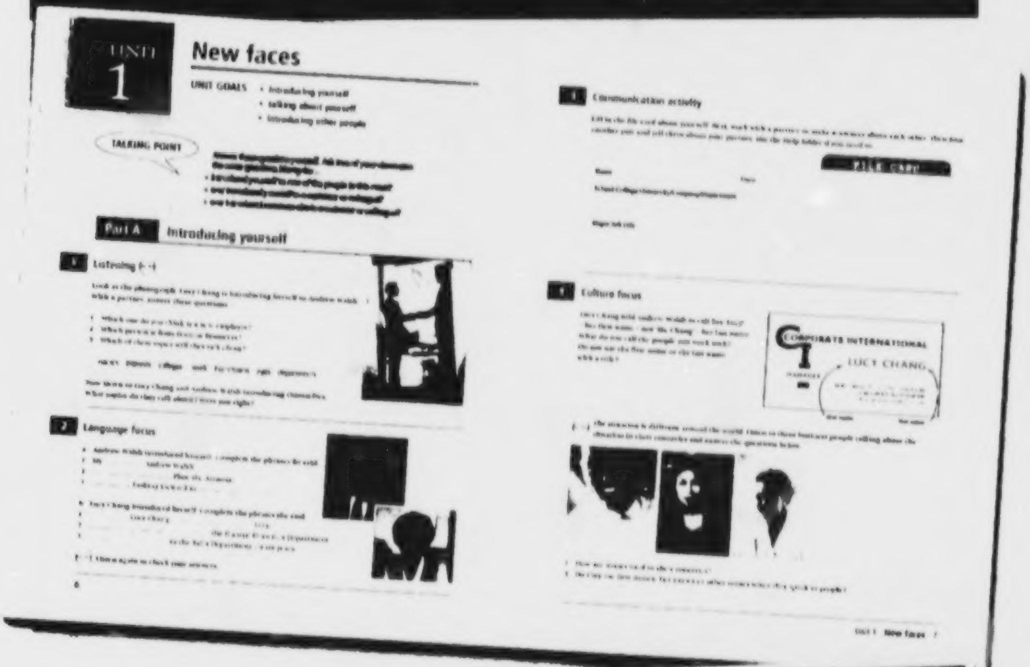

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New faces
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2 Language focus
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Unit 1 New faces 7

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Peter Burden
Okayama Shoka University

A Cross Sectional Study of Attitudes and Manifestations of Apathy of University Students Towards Studying English

本稿は、1,057名の大学生にアンケート調査を行いその結果をもとに、言語学習における障害・性質、見込みさらには方略の使用に関する考え方を検証するものである。長年にわたり英語指導を受けているにもかかわらず、学習者はよく自分を初心者とみなしていることがわかった。これは、自信のなさが「英語学習の落ちこぼれ感」を導いていることを示唆するものである。学習者は、「落ちこぼれる」のは生まれつきの能力のせいとしている。学習者を「成功」に導く具体的な学習タスク、つまり、達成可能な目標を設定し、それを実行することによって育成されるタスクが、必要である。これが、結局動機づけの向上および自己価値感の高揚につながるのではないだろうか。

The Paradox of Language Education

This paper was inspired by concerns over students' attitudes to foreign language learning in the university where I teach. Often students display what McVeigh (2001, p.29) has referred to as an apathetic attitude which manifests itself by a loss of academic interest once students pass through the academic gate and into the English language classroom. Yet paradoxically, there seems an eagerness to promote English education. My university uses native speakers of English to adorn promotional materials and frequently videos their classes. There seems to be a mismatch of ideals. English education seems to be valuable and fashionable, perhaps in response to the pronouncements of former Prime Minister Obuchi Keizo who called for English to be the second common language. Yet, there appears to be a foreign language *malaise* among students reflected in dramatically falling attendance in elective classes and a decline in interest in homestay programs which can only be partly explained by the economic situation. Overall, it seems there is an attitudinal problem that manifests itself in classroom apathy which perhaps has been somehow ignored in the rush towards internationalization.

This does not seem confined to universities. This became apparent when participating in an "Open Campus" week in which local high school students attended lectures at my university to determine its suitability for their educational goals. As a native English teacher, I sat in an "English Café" while potential applicants from neighboring high schools were cajoled or even coerced to have a talk in English with the *gaijin* in return for free coffee. The students either brazenly ignored any attempt to speak English or, more likely, stammered that they "were poor at English" and proceeded to look uncomfortable until they could safely flee. This was not a particular happy memory to take away from an institution that is, after all, attempting to woo customers.

Beliefs in the culture-at-large: The "I'm poor at English" syndrome

The feelings of being poor at English illustrated above are reflected in a survey carried by the *Daily Yomiuri* ("Survey," May 22, 2000), which claimed to bring to light "ambivalence for English" with 66% of 1,918 respondents acknowledging that while there is a growing need for English, many indicated they had negative feelings towards the language. "It's difficult," "It's hard to understand," "It's hard to deal with," and "I can't speak it" were ranked among the more frequent answers. The article concludes that while most respondents recognize the usefulness of learning English, they feel the language is "beyond them." Horwitz (1988, p.283) also noted that if beliefs about language learning are prevalent in the wider culture, "then foreign language teachers must consider that students bring these beliefs into the classroom" and teachers need to assess the beliefs to determine when there might be a conflict of learning ideals. Students hold definite views about language learning and it would be useful for classroom teachers to discover whether these beliefs might affect motivation and therefore learning outcome.

Beliefs and motivation

Attitudes influence the effectiveness of future learning in the new environment of the university conversation class and could make the class a success or a miserable experience for all concerned. Wenden (1991, p.52) defines attitudes as "learned motivations, valued beliefs, evaluations, or what one believes is acceptable." Therefore, favorable attitudes tend to influence language learning, as "high achievers tend to develop positive attitudes as they go along" (Svanes 1988, p.369), while low achievers thus become disenchanted and learning proportionately decreases. Dornyei (1990) suggests that in EFL contexts, where learners have not had sufficient experience of the target language community, motivational factors such as instrumental motivation should receive special attention. Motivation is complex and consists of intrinsic, integrative, and instrumental subscales, and thus it is often difficult to determine an over-riding motivational factor. The lack of any single factor, however, may be evidence of the difficulty many teachers report in motivating Japanese EFL learners. Reid's (1990) study indicated Japanese language learners' lack of predominant learning styles support the implication that Japanese learners may not be so easily motivated to learn foreign languages.

Dornyei (1990) finds that success in language attainment was dependent upon the learners' affective predisposition towards the target linguistic-cultural group. In order to facilitate communication (integrative motivation), components such as interest, the wish to learn, and attitudes towards the foreign language are desirable, together with the desire to interact with the target community. Learning a foreign language is different from learning other subjects, as it involves more than learning skills, a system of rules, or a grammar; it involves an alteration in self-image and a person's whole social being.

Looking at "good learner" research, Naiman, Frohlich, Stern, and Todesco (1995) attempted to isolate some of the critical variables among the common characteristics of good learners including personality traits, cognitive styles, strategies, and learning environments of the good language learner in a formal L2 learning environment. Naiman, et al. noted that attitude and motivation were in many instances the best overall predictors of success. Yet attitude is not the only factor for success. There are cognitive factors, personality traits, and—at later stages of L2 learning in a formal situation—cognitive style factors such as field independence and tolerance of ambiguity. Such knowledge should help the teacher see that students cannot respond alike to teaching. Students need to analyze their own characteristics and adjust their learning as far as possible to what they know about themselves.

Research Questions

Teachers are likely to find instances of student concern or dissatisfaction whenever instructional activities are inconsistent with preconceived beliefs about learning. Students can lose confidence in the teaching approach and their ultimate achievement can be limited (Horwitz 1987, 1988). Mori (1999) showed that learners' beliefs are statistically related to achievement. One pedagogical implication is that teachers should encourage the understanding that the ability to learn a foreign language is not innately fixed and can be improved with effort. Teachers, therefore, may need to provide achievable, meaningful learning tasks as well as encourage the students in the belief that they can accomplish them. Horwitz (1987, 1988) developed the "Beliefs about Language Learning Inventory" (BALLI) to assess student opinions on a variety of issues and controversies related to language learning. Are some students more likely to be successful than others? The belief that some people are unable or are less able to learn an L2 can lead to negative expectations. Student judgments about the difficulty of the language are critical to the development of expectations for and commitment to language learning. The use of strategies and the practice of spontaneous communication in the classroom are important to prepare students to participate in what may be to them nontraditional learning activities. Shyness and over-concern with accent will inhibit their communication attempts. Foss and Reitzel (1997) report that negative self-perceptions set in motion a perpetual cycle of negative evaluations that may persist in spite of evaluations from others to the contrary. Through a questionnaire survey, learners can reflect upon their experiences. Introspection can help students become accurate in evaluating their language competence. This could provide them with a means for modifying their approaches to learning, as irrational beliefs are the source of much anxiety. If these beliefs can be recognized, students can learn to interpret such situations in more realistic ways and thus may choose to approach rather than avoid situations demanding conversation. Therefore this study will consider attitudes towards: (a) the difficulty of language learning; (b) foreign language aptitude; (c) the nature of language learning; (d) learning and communicative strategies; and (e) student motivations and expectations.

Methods

Materials

Horwitz's (1987, 1988) beliefs questionnaire was adapted to make it easier to understand for nonnative speakers of English in an EFL setting. A six-point Likert scale for responses was used to encourage clear indications of agreement or disagreement. Reid (1990, p.336) noted that Japanese "tended to respond to the mean: That is they responded to the Strongly Agree and the Strongly Disagree categories only rarely." In this study, I wanted the subjects to clearly indicate positive or negative attitudes towards each questionnaire item (see also Kimura, Nakata, & Okumura, 2001; Matsuura, Chiba, & Hilderbrandt, 2001).

The 28-item questionnaire was divided into four groups of seven questions and distributed to four native Japanese college teachers to translate into Japanese. These translations, and the wording of the instructions which were adapted from Ozeki (1995), were then passed around these four teachers until there was agreement about language and style of both the English and Japanese versions. This was to ensure student understanding, particularly of the level of Japanese language, as there was a strong possibility that nonnative readers of Japanese would also take the questionnaire.

Participants

The participants in this study were 1,057 students from one prefectural, one national, and one private university within the same prefecture in western Japan. Six hundred and eight-six respondents were male and three hundred and seventy-one female. They were studying a number of majors, including Education, Law, Nursing, and Japanese History. None of the students were majoring in English. Similar to the newspaper survey mentioned earlier, the questionnaire did not target one age group or academic year and was designed to be representative of the student body. Eight hundred and twenty-two of the respondents were aged 18-19, 122 were 20-21 years old, 78 were 22-24, 16 were 25-29, and 10 were over 30 years old. This age range may be because many students have yet to receive required English credits and were repeatedly forced to retake compulsory classes. Of the 1,057 completed questionnaires, 37 were from Chinese students, five were from South Koreans, and one questionnaire each came from a Russian and a Malaysian student. The students were asked to assess their own English level and to state how many years they had spent studying English. Looking at the data in Table 1, it is interesting to note how little many students claimed to have studied English prior to tertiary education. This may be an indication of "aversive experience avoidance" (Bandura, 1977, p.59) whereby the students have underestimated the effectiveness and value placed on prior learning experiences or even ignored or dismissed English education in high school as having little meaning.

***Table 1*: Background Information of the Respondents**

Number of years studying English

1 year or less	3 years	5 years	7 years	10 years	More than 10 years
16	43	215	722	60	1

Student self-assessment of English level

Elementary	Lower intermediate	Intermediate	Upper Intermediate	Advanced	Like a native speaker
395	383	241	33	4	1

Length of time spent in an English speaking country

None	A month or more	2 months or more	3 months or more	6 months	A year or less
1,019	33	0	0	1	4

notes: *n* = 1057

Procedure and data analyses

The questionnaire was administered in both English conversation and reading classes by 11 teachers, six of whom were native speakers of English. No student responded more than once. The student participants comprised a convenient sample since they had been asked to voluntarily fill out the questionnaires by their teachers who were known to me and who kindly cooperated in the research. The students were given the questionnaire on a single B4 sized sheet with English on one side and a replication in Japanese on the other. Only four students voluntarily filled the English version. On completion of the data collection, the mean and the standard deviation were calculated.

The Results of the Survey

Table 1 shows that while the majority of students have studied English for 7 years, 778 respondents out of 1,057 assess their own English ability level as elementary or lower intermediate. This is despite colleges habitually referring to compulsory classes for first year students as "intermediate" and elective classes as "advanced," terms which the students are familiar with, but which do not seem to match their candid views of their own level. Interestingly, only 38 students have had any experience in an English speaking country.

The students responded on a scale from "strongly agree"to "strongly disagree" or the equivalent Japanese (see Appendix) with the exception of the final two questions. The students chose from a set of categories specifically related to the questions. In Table 2, while acknowledging that some languages are easier to learn than others (Q1), English with a mean score of 4.5 was seen as at least a language of medium difficulty (Q26). This is reflected in Question 2, where the mean score of 3.38 indicates that the majority believe they will not ultimately speak English well, possibly because they are not prepared to invest the one hour a day for five to ten years perceived to be required.

The questions in Table 3 examined whether the students feel they have foreign language aptitude, and the results showed that there is a belief that it is easier for children than for adults to learn English (Q4). While Question 10 had a mean score of 5.2 indicating that there is a widespread belief that anyone can learn a foreign language, 692 of the respondents seemed to feel that they themselves do not have an aptitude for English (Q6) reflected in the low mean score of 2.9. The students disagreed with the statement that women are better than men at learning English and slightly disagreed that foreigners, not people of their own nationality, were good at languages, an excuse often given to justify language aptitude and to explain one's own perceived inability. With a mean score of 4.4, there was slight agreement that speakers of more than one foreign language are very intelligent.

Table 4 examined the nature of language learning; the students overwhelmingly believed that it is better to learn English in an English-speaking country (Q11). Questions 12, 13, and 14 elicited ranges of responses primarily from "slightly agree" to "disagree" that learning largely consists of learning vocabulary, grammar rules, or translating. With a mean of nearly 4, students recognized learning English is different from efforts required in other subjects.

The questions in Table 5 examined the learning and communicative strategies of students, and they have particular relevance for classroom teaching. With mean scores of 4.5, learners felt it is important to speak with an excellent accent (Q16) and

***Table 2*: The difficulty of language learning**

	6	5	4	3	2	1	mean	sd
1. Some languages are easier to learn than others.	284	462	167	35	80	29	4.71	1.26
2. I believe that ultimately I will speak English well.	59	152	319	226	202	99	3.38	1.34
3. It is easier to read and write English than to speak and understand it.	91	269	254	157	189	97	3.65	1.47
25. If someone were to spend one hour a day learning English, how long would it take to become fluent?	58	260	373	200	100	66	3.79	1.25
26. English is:	158	411	360	92	9	27	4.51	1.04

notes: $n = 1057$

1-3: 6) strongly agree; 5) agree; 4) slightly agree; 3) slightly disagree; 2) disagree; 1) strongly disagree

25: 6) less than a year; 5) 1-2 years; 4) 3-5 years; 3) 5-10 years; 2) over 10 years; 1) you can't learn a language in 1 hour a day.

26: 6) a very difficult foreign language; 5) a difficult language; 4) a language of medium difficulty; 3) an easy language; 2) a very easy language; 1) the easiest foreign language

Table 3: Foreign language aptitude

	6	5	4	3	2	1	mean	sd
4. It is easier for children than adults to learn English.	486	332	141	40	43	15	5.07	1.15
5. Some people are born with a special ability which helps them learn English.	90	164	259	177	247	120	3.35	2.2
6. I have English aptitude.	34	81	250	297	237	158	2.96	1.65
7. Women are better than men at learning English.	25	70	176	204	358	224	2.61	1.29
8. People who speak more than one language well are very intelligent.	258	322	240	92	102	43	4.39	1.4
9. Foreigners are good at learning languages.	54	157	277	250	230	89	3.33	1.33
10. Everyone can learn to speak a foreign language.	182	356	308	99	78	34	5.2	1.04

notes: *n* = 1057

6) strongly agree; 5) agree; 4) slightly agree; 3) slightly disagree; 2) disagree; 1) strongly disagree

felt that the traditional learning strategy of repetition and practice (Q24) is important for mastery. Encouragingly for teachers of a communicative approach, the students disagreed with the proposition that, until learners can say what they want to correctly, they should not say anything at all in English (Q17), which is linked with the idea of the importance of guesswork as a strategy to overcome misunderstanding. With a mean of 3.1, students slightly disagreed that they would approach someone who was speaking English in order to practice (Q18) and slightly agreed that they feel self-conscious speaking in front of others (Q20).

The final three questions in Table 6 examined student motivations towards English, and with mean scores of over 5, students perhaps surprisingly agreed in large numbers that if they could speak English well, they could have many chances to use it in the future (Q21), and that it would help them to find a good job. In Question 23, students showed a high integrative motivation for learning English, with students agreeing that they would like to learn English to know native speakers better.

Discussion and Pedagogical Implications

Erroneous beliefs about language learning lead to less effective language learning strategies as student convictions of their own effectiveness determine whether they will even try to accomplish the task (Bandura, 1977). From this point of view, knowledge of student beliefs may be useful as a number of cognitive styles and affective variables (such as motivation and attitude) lead to successful second language achievement. As Horwitz (1988) noted, teachers and learners need to identify and describe positive beliefs and should encourage exchange of opinions on these beliefs as to how they can better learn a language and how the teacher can help them.

Learners' beliefs are related to achievement and, as can be seen in Table 1, students have very low self-estimation of their English ability despite, in the vast majority of cases, being in their seventh year of English. Thus the students place little value on instruction in Japan, leading to the overwhelming belief that it is better to learn in the country where English is spoken (Table 4). Learning for a

Table 4: The nature of language learning

	6	5	4	3	2	1	mean	sd
11. It is better to learn English in an English-speaking country.	524	334	128	39	25	7	5.2	1.02
12. Learning English is mostly a matter of learning a lot of new vocabulary words.	60	133	281	255	242	86	3.3	1.32
13. Learning English is mostly a matter of learning a lot of grammar rules.	38	138	266	286	239	90	3.22	1.27
14. Learning English is mostly a matter of translating from my mother tongue into English.	29	96	279	305	259	89	3.11	1.2
15. Learning English is different from learning other school subjects.	128	257	316	198	122	36	3.96	1.3

notes: *n* = 1057

6) strongly agree; 5) agree; 4) slightly agree; 3) slightly disagree; 2) disagree; 1) strongly disagree

***Table 5*: Learning and communicative strategies**

	6	5	4	3	2	1	mean	sd
16. It is important to speak a foreign language with an excellent accent.	237	342	292	118	49	19	4.51	1.19
17. You should not say anything in English until you can say it correctly.	12	36	55	142	342	470	1.94	1.13
18. If I heard someone speaking English, I would go up to them so that I could practice speaking English.	46	94	245	310	242	120	3.08	1.29
19. It is OK to guess if you do not know the word in English.	206	327	297	116	80	31	4.35	1.28
20. I feel self-conscious speaking English in front of other people.	152	303	337	117	93	54	4.13	1.33
24. In order to become a good speaker, it is important to repeat and practice a lot.	309	411	360	92	9	27	4.51	1.04

notes: n = 1057

6) strongly agree; 5) agree; 4) slightly agree; 3) slightly disagree; 2) disagree; 1) strongly disagree

grade or a requirement openly limits language learning to what is perceived as the bare minimum, and the learners do not equate classroom learning with successful acquisition. As Gillette (1998, p.199) has noted there is little "use-value" in foreign language classroom learning. Good and Brophy (1990, p.167) note that students need to attend to the "right things"; therefore modeling and verbal explanations can be used to enhance the salience and distinctiveness of classroom learning materials. Bandura (1977) argues that teachers should ensure that the belief that ability to learn a foreign language is not innately fixed and can be improved with effort. An "efficacy expectation" is the conviction that one can successfully carry out the behavior, and the strength of conviction in ability will determine if one even attempts to cope with difficult situations (Bandura, 1977, p.79). The stronger the sense of mastery that can be engendered, the more active students will become. This will encourage a sense of accomplishment, a sense of value in the instruction itself, and a resultant confidence boost that successful task completion brings. This may raise beliefs in a student's ability to speak English well (Table 2), and that they possess aptitude (Table 3). Teachers must provide an achievable, meaningful learning task, encourage students that they can do it, and work together until learners have completed the task. In Table 3, the students agreed that *everyone* can learn a language, but the students have lacked the necessary motivational encouragement. There is no clear-cut answer and teachers must carefully design or select instructional activities to encourage learners that they should learn to be flexible in modifying their conceptions about learning.

Oxford, Hollaway, and Horton-Murillo (1992, p. 451) suggest altering the teaching style to create teacher-student matching through a range of activities. In Table 4, there was a wide range of learner beliefs about the nature of learning, and so instruction should be matched when possible to the students' learning styles. An effective instructional style for dealing with many Japanese students might include paying attention to the individual, creating a structured but somewhat informal classroom atmosphere to ease students out of their formality, introducing topics slowly, avoid-

***Table 6*: Motivation**

	6	5	4	3	2	1	mean	sd
21. If I get to speak English well, I can have many chances to use it in the future.	421	405	157	42	18	14	5.07	1.03
22. If I learn English very well, it will help me get a good job.	443	386	170	28	21	9	5.11	0.994
23. I would like to learn English so I can get to know its speakers better.	269	275	322	109	53	29	4.48	1.26

notes: n = 1057

6) strongly agree; 5) agree; 4) slightly agree; 3) slightly disagree; 2) disagree; 1) strongly disagree

ing embarrassment, and being consistent. Williams and Burden (1997, p.125) note it is important to present tasks which tap into the learners' intrinsic motivation, including a consideration of interest, curiosity, challenges, and the development of independent mastery and judgment. While there is no wrong way to learn language, students often have learned helplessness—they see failure as essentially due to a lack of ability. They feel they have no control over their actions and thus do not become motivated. The classroom teacher can deal with perceived causes of success and failure in achievement situations such as ability, effort, and task difficulty. Students need concrete ideas about how to reach their goals, which has obvious implications with strategy training that can ultimately help students overcome language deficiencies, as success is a potent motivating factor in learning. Types of holistic activities associated with successful language learning such as actively involving themselves in the language learning through inferencing and monitoring language use could be adopted. Crookes and Schmidt (1991, p.472) note that cooperative strategies may "alleviate the otherwise negative self-perceptions that evolve from poor individual performances." This would lead to a greater degree of self-belief as group reinforcement creates support from others. Teachers must also provide sufficient challenges to students through a variety of approaches in order to interest and excite them and must ensure that all students participate. Students need to realize that accent is not of primary importance in these days of global English, and the need for repetition and practice is something that perhaps should be discouraged. Such beliefs produce anxiety since students are expected to communicate in the L2 before they feel fluency is attained. Similarly, shyness and over-concern with accent (Table 5) will probably inhibit their communication attempts. The greatest source of anxiety was having to speak the target language in front of their peers when overly concerned about making errors.

Conclusion

Students have become worn down by a lack of perceived progress manifesting itself in a majority of students regarding themselves as beginners despite seven years of instruction. Rather than displaying just apathy towards English learning, the fear of making mistakes makes them appear apathetic to teachers when in fact they are discouraged and hopeless with a fossilized learned helplessness. While teachers need to recognize different learning styles, a varied approach through manageable tasks leads to a sense of accomplishment that the learners have achieved a positive result. Success raises mastery expectations while repeated failure lowers them (Bandura, 1977). Success would lead to greater confidence and raise motivation that arguably is a requisite for language acquisition and self-belief, displacing the "I'm poor at English" syndrome, sadly all too apparent in many classrooms and in the wider society.

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Appendix
The Japanese Questionnaire
学習アンケート

このアンケートは英語（外国語）学習について、あなたの考えを聞くものです。当てはまる答えを一つ選んで○で囲んでください。答えを選ぶとき、あまり深く考えず、思い付いたら、すぐ答えてください。

年齢： a) 18-19 b) 20-21 c) 22-24 d) 25-29 e) 30以上 f) 50以上
性別： a) 男 b) 女
学年： a) １年生 b) ２年生 c) ３年生 d) ４年生 e) 大学院
自分の英語のレベル： a) 初級 b) 中級の下 c) 中級 d) 中級の上 e) 上級 f) ネィティブ並み
英語学習の年数： a) １年以下 b) ３年以下 c) ５年ぐらい d) ７年ぐらい e) １０年以上 f) １５年以上（どれくらい？＿＿＿＿年）
英語圏に滞在したことがありますか： a) いいえ b) １ヶ月 c) ２ヶ月 d) ３ヶ月以上 e) ６ヶ月以上 f) １年以上（どれくらい？＿＿年）
専攻：（書いてください）＿＿＿＿＿＿＿＿＿＿ 国籍：（書いてください）＿＿＿＿＿＿＿＿＿＿

a) 非常にそう思う b) そう思う c) ややそう思う d) ややそうは思わない e) そうは思わない f) 全くそうは思わない

１．世界の言語の中には、学習しやすいものと、そうでないものとがある。 a) b) c) d) e) f)
２．自分は、きっと英語を上手に話すことができるようになると思う。 a) b) c) d) e) f)
３．英語を話したり聞いて理解するよりは、英語を読んだり書いたりする方が簡単である。 a) b) c) d) e) f)
４．大人よりも子供の方が、容易に英語を習得できる。 a) b) c) d) e) f)
５．英語学習がたやすく出来る特殊な能力を生まれながらに持っている人がいる。 a) b) c) d) e) f)
６．私は英語学習に向いている。 a) b) c) d) e) f)
７．女性は男性よりも、英語習得にすぐれている。 a) b) c) d) e) f)
８．複数の言語を上手に話す人は非常に頭がよい。 a) b) c) d) e) f)
９．外国人は言語を学習するのが得意である。 a) b) c) d) e) f)
１０．外国語は誰でも話せるようになる。 a) b) c) d) e) f)
１１．英語が使われている国で英語を習う方が効果がある。 a) b) c) d) e) f)
１２．英語学習とは、主に知らない単語をたくさん覚えることである。 a) b) c) d) e) f)
１３．英語学習とは、主に文法規則をたくさん覚えることである。 a) b) c) d) e) f)
１４．英語学習とは、主に母国語を英語に翻訳することを学ぶことである。 a) b) c) d) e) f)
１５．英語学習は、他の教科を学ぶのとはわけが違う。 a) b) c) d) e) f)
１６．キレイな発音で外国語を話すことは重要である。 a) b) c) d) e) f)
１７．正しく言えるようになるまでは、英語で何も言うべきではない。 a) b) c) d) e) f)
１８．誰かが英語で話しているのを聞いたら、自分の練習のためにその人達に近づいく行くと思う。 a) b) c) d) e) f)
１９．英語の単語がわからない時は推測しても良い。 a) b) c) d) e) f)
２０．人前で英語を話すのは照れくさい。 a) b) c) d) e) f)
２１．英語が上手に話せるようになったら、英語を使うチャンスが増えるだろう。 a) b) c) d) e) f)
２２．英語を習得したら、就職に有利である。 a) b) c) d) e) f)
２３．英語を話す人々をもっとよく知るために英語を習得したい。 a) b) c) d) e) f)
２４．英語を習得するためには、繰り返してテープを聞いたり練習したりすることが必要である。 a) b) c) d) e) f)
２５．一般的に言って、毎日１時間英語を学習したとして、英語を上手に話すことができるようになるのにどれくらい時間がかかると思いますか。 a) １年かからない b) １、２年 c) ３年から５年 d) ５年から１０年 e) １０年以上 f) １日１時間の学習では無理
２６．英語は、 a)非常に難しい言語である b) 難しい言語である c) 難易度が中ぐらい d) 簡単な言語である e)非常に簡単な言語である f) 言語の中では、最も簡単と思う

ご協力ありがとうございました ピーター・バーデン

A Model of SLA and Its Andragogical Implications In Teaching EFL to Young Adult Japanese Learners

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Helping young adult Japanese students to learn English as a foreign language is one of the important missions of EFL instructors. To carry out this mission effectively, we need to have a sound theory to guide us. Though there are many existing second language acquisition (SLA) theories, such as Krashen's monitor model (1981), McLaughlin's information processing model (1987), Schumann's acculturation theory (1976), and Cummins' language proficiency model (1979), they fail to offer significant insight into adult EFL learning and instruction. Although developments in adult SLA have grown out of demographic changes in North America, Britain and Australia, the suggested SLA model proposed in this article can be applied to the teaching/learning of English as a foreign language at colleges/universities in Japan. The first part of this paper will endeavor to propose an information processing model of adult SLA which consists of three components: processing orientation hypothesis, external and internal conditions, and learning task analysis. The second part of this paper will discuss the methodological implications involved in using an information processing model of SLA when teaching adult learners following an andragogical approach. By andragogical, we mean a model of education for young adults in which the content and the teaching processes are primarily, but not exclusively, determined by the needs, desires, resources, and experiences of the learners who participate actively in shaping and controlling them (Knowles, 1984).

Processing Orientation Hypothesis

The first component of the model deals with the internal linguistic processing mechanism. We hypothesize that linguistic input is processed in two major ways: target language orientated and meta-language orientated. By target language orientated, we refer to a heavy utilization of the target language in processing the input. In the case of learning English as a foreign language, this means learning English through thinking and reasoning in English. By meta-language orientated, we mean the linguistic processing is accomplished by relying on a language other than the one being learned, in this case Japanese. For convenience, hereafter we use "ML" for "meta-language orientation," and "TL" for "target language orientation."

A TL orientation aids in encoding the incoming information in L2, which enables one to process the L2 input directly, thus facilitating the learning process and enhancing the attained proficiency. An ML orientation makes it hard to store information in L2, which delays the process of having an L2 task performed when the task requires the retrieval of stored information encoded in L1, thus slowing down the learning process and hindering one from attaining a high level of L2 proficiency.

The processing orientation is not static. A learner may shift from one orientation to another. If we represent the processing of L2 on a continuum, the so-called ML and TL orientations are actually two extremes on such a continuum. Theoretically, it is possible that each type of orientation may shift toward the other end along the continuum, but in most cases, the shift is from an ML orientation to a TL orientation. A gradual shift from ML orientation to TL orientation represents progress a learner has made in learning the foreign language. A complete shift to TL orientation means that the learner has achieved a high level of proficiency in the target language.

Though TL orientation is conducive to a high level of attained L2 proficiency, ML orientation is an inevitable stage in L2 learning for young adult Japanese. This is largely due to the disparity between L1 and L2 components in lexical structures.

A young adult Japanese EFL learner has developed an adequate linguistic system with well-developed L1 lexical structures. Those structures contain a variety of information including syntactic, semantic, phonological, graphic, and even concrete experiences or anecdotes related to the concepts designated by the lexicon. As the L2 learner continues to make progress in learning the target language, those lexical structures undergo gradual changes. When a concept designated by a lexicon or phrase being learned in the target language already exists in the learner's L1 linguistic system, the learner does not need to learn all the information related to it, but only the information which is not available in the

本論文の目的は、第2言語の習得(SLA) に関する新情報処理モデルを提案することにあり、以下の3要素により構成される： 処理の方向性の仮説 (processing orientation hypothesis)、外的・内的条件 (external and internal conditions)、及び学習タスクの分析 (learning task analysis)。本論文の第2部では、外国語としての英語(EFL) を学習する日本人の若年成人層にとっての方法論的意味を検討する。

existing structure. For example, the word "table" does not pose a problem since the word *teburu* exists in Japanese. However, if one talks about different types of tables such as end tables, coffee tables, or round tables, the learner might have to refer to the L1 lexical structures in order to understand the type of tables described. In most cases, the new information is either the phonological or graphic information in the target language. This means that at the beginning stages, the content of the lexical structures of the words or phrases is only partially related to the target language. In other words, though an L2 learner may have learned part of the L2 linguistic system, the representation of the learned L2 linguistic system is grounded in lexical structures with only small segments encoded in the target language. For example, if a learner hears, "It might be better to engage in a round table discussion before moving on to something new" the learner would probably understand each word but miss out completely on the meaning of the utterance. At this level of L2 proficiency, when attempting to communicate in L2, the learner has to activate relevant lexical structures. Because the content of these structures is largely encoded in L1, the learner is willingly or unwillingly engaged in an ML orientation.

As the learner makes progress in L2, he gradually expands his knowledge base of properties of the target language and acquires new information about the lexicons he has already learned. With new information constantly added, the lexical structures change, and the proportion of information in L2 in these structures expands. The expansion brings about an increase in the degree to which the learner uses L2 in making sense of the incoming data and in performing social functions. When enough information in L2 is acquired for the lexicon, its lexical structure changes from an L1 dominated structure to a structure with two more or less equal components. When a large number of lexical structures develop to such a degree, the learner, instead of activating the L1 sections of the lexical structures to perform a task demanding the use of L2, activates the L2 sections directly. And thus, a TL orientation is in operation.

Other factors also affect a learner's processing orientations. One of these factors is the linguistic complexity of the input. When the input is easy to process, a TL orientation may take place. When the input is beyond the learner's L2 capability, an ML orientation is more likely to be employed. A second factor is the intricacy of the task the learner is engaged in. If the level of L2 proficiency demanded by a task is beyond the learner's capacity, this task may give rise to an ML orientation. If the task is challenging, yet within the learner's L2 capability, a TL orientation is possible. A third factor is the learner's knowledge background. To construct meaning, the learner needs to activate background knowledge. The linguistic codes in which the background knowledge has been encoded determine the way the background knowledge is retrieved. If the background information is encoded in L1, the retrieval of that information tends to be ML orientated. If the information is encoded in L2, the retrieval process may be TL orientated.

External and Internal Conditions

Language is human and social; its acquisition takes place in a social context and is affected by context. In this context, social and cultural variables, economic and political factors, daily occurrences, and linguistic input are important external conditions to be taken into consideration.

Related to internal conditions are affective and cognitive factors. Affective variables include personality, self-esteem, personal attitude toward both L1 and L2 cultures, perceived social distance between L1 and L2 cultures, perceived economic status of L2, career orientation, and motivation to learn L2. Cognitive variables include learning style, intelligence, memory, and cognitive strategies.

Internal and external conditions act upon each other and shape each other: internal conditions are shaped by the environment in which a learner finds herself, and her perception of external conditions is affected by the internal conditions. A positive attitude toward both L1 and L2 cultures may lead the learner to develop high self-esteem and strong motivation to learn the L2 without feeling that her self-identity is threatened. A negative attitude toward her own culture may give rise to low self-esteem, and a negative attitude toward the culture of the target language may prevent her from making real efforts in knowing that culture and in learning that language. The same can be said of the roles that L1 and L2 play in a learner's life. Great economic and political values associated with knowing a certain L2 may be transformed into a strong extrinsic motivation to learn the language. However, if knowing the L2 helps little in enhancing a learner's status, he may find no incentive to work hard at learning the language. Similarly, affective variables affect the way he interacts with his environment. Introversion and extroversion may determine the degree to which he actively engages in social interactions, thereby affecting the amount of linguistic input he is exposed to and takes in. Low self-esteem may give him a pessimistic view of his potential and discourage him from trying to achieve his goal, thereby hindering him from making efforts to learn the L2.

Learning Task Analysis

Gagne, Briggs, and Wagner (1992) classify learning into five types: intellectual skills, cognitive strategies, verbal information, motor skills, and attitudes.

Learning a foreign language involves all these capabilities. It involves learning verbal information because it requires integration of existing knowledge and new information. It involves attitudes as they modify the learner's choice of action. It involves the intellectual skills of discriminating, identifying object properties, defining concepts, and forming higher-order rules. Learning an L2 is to learn to solve social interaction and meaning-making problems. Problem solving requires learners to monitor and control "learning and memory processes" and to "select and regulate the employment of relevant intellectual skills and bring to bear task-oriented cognitive strategies" (Gagne, Briggs, & Wager, 1992). In addition, several hundred muscles are used in the articulation of human speech. To coordinate those muscles to produce new sounds, which differ from those the learner is familiar with, requires a tremendous degree of muscular control or the psychomotor coordination of the "speech muscles" (Brown, 1994a, p. 57) which is within the domain of learned motor skills.

As L2 learning involves all five types of capabilities, the theories guiding EFL instruction should be theories dealing with the learning of all these capabilities. However, EFL instruction draws heavily on cognitive and humanistic theories, which are sound theories for intellectual, cognitive, and affective aspects of learning, but are not sound theories for guiding the learning of motor skills. Gagne, et al. (1992) point out "the learning of motor skills is best accomplished by repeated practice," which is an idea theoretically grounded in behaviorism. Therefore, EFL instruction should broaden its theoretical foundation to include some aspects of behaviorism.

Andragogical Implications

The model suggested here has a number of andragogical implications. First, the model suggests that a necessary condition for achieving a high level of proficiency in learning a second language is to shift from ML orientation to TL orientation. To facilitate the shift, EFL instructors need to help students enrich their L2 linguistic information in lexical structures and expand their knowledge base of the target language. One way to do so is to provide extensive reading practice. Reading can keep the lexical structures activated; help L2 learners glean lexical, semantic, and syntactic information; and enrich the L2 component of lexical structures.

Second, to facilitate the shift from ML orientation to TL orientation, instructors should help remove those factors which tend to trigger an ML orientation. One such factor is the complexity of the input. When the L2 input is beyond the learner's L2 capability, the learner may have to resort to an ML orientation. Therefore, instructors need to simplify the complexity of both grammatical structures and lexical items and engage students in tasks which are challenging enough yet within the learner's L2 capability.

Third, instructors need to take into consideration their students' goals and needs and adjust their teaching methods accordingly. If the students are learning an L2 for social interaction and survival purposes, instructors need to pay attention to developing their students' communicative ability. If the students are bound for the job market or already working, the instructor should attend to the students' BICS (basic interpersonal communicative skills) and CALP (cognitive academic/language proficiency). As different teaching methods focus on different aspects of L2 learning, instructors need to use an informed, eclectic approach to help students learn what they need or want to learn.

Fourth, SLA also involves the physical aspects of learning, and practice is a must to achieve accurate intonation and smooth rhythm. To this end, controlled practice and some form of pattern drills should be included in EFL classes. By controlling the lexical items and sentence patterns, instructors release L2 learners from paying attention to both meaning and forms, and give more attention to the quality of pronunciation and intonation in speech production.

Fifth, controlled linguistic input reduces the authenticity of L2, especially the phonological aspect. When employing controlled practice sessions in teaching, instructors should try to use normal speech if possible so that the learners are able to enrich their lexical structures with authentic phonological information and thereby acquire an authentic phonological system.

Sixth, affective and socio-cultural variables affect SLA. To facilitate learning processes, instructors need to pay attention to these variables and to make sure that optimal learning conditions are met. When EFL learners learn to use a foreign language, they also develop new ways of thinking, feeling, and acting. This results in a sort of second identity, which can easily create within the learner a sense of fragility, a defensiveness, and a raising of inhibitions. (For more information on affective and socio-cultural variables see Brown, 1994b, p. 22-26.)

Seventh, as the richness of the L2 content of lexical structures plays an important role in facilitating the shift from an ML orientation to a TL orientation, instructional activities and curricula need to be designed to enrich the L2 content of lexical structures. A few ways of doing so are to make available to EFL classes high interest and low vocabulary reading materials, provide extensive reading practice, and expose students to as much comprehensible linguistic input as possible.

Eighth, language learning is a meaning-making process. Comprehension involves predicting, hypothesizing, confirming, and inferring. To enhance one's comprehension ability, one needs to learn to use various cognitive and meta-cognitive strategies, which need to be taught. Difficult materials can be effectively used for teaching cognitive and meta-cognitive strategies. But due to their high level of difficulty, these materials consume more cognitive efforts and decelerate reading speed. Low reading speed means a decrease in the quantity of linguistic input and intake. If reading materials are confined to only difficult ones, such a curriculum may hinder the development of lexical structures and slow down the L2 learning process. Thus, a more balanced curriculum is needed which includes both kinds of materials: easy/simple and difficult/complex. The easy/simple materials should be for extensive reading and for expanding the learner's implicit knowledge of the L2 linguistic system. The difficult/complex materials should be for learning to use both cognitive and meta-cognitive strategies in meaning-making processes and for learning explicit linguistic knowledge, including the learning of specific grammatical rules.

Closing Remarks

Teaching young adult Japanese EFL learners means understanding and facilitating language learning by (1) gradually shifting one's teaching focus from a meta-language orientated approach to a more target language orientated approach; (2) taking into account while teaching that the learner's experiences shape her views of the target language, culture, and its people; (3) integrating the five types of learning when designing learning tasks; and (4) incorporating the major principles instilled in Communicative Language Teaching (second language literature) and Collaborative Teaching/Learning (adult education literature) which are: plan learner-centered activities, set the learning climate, involve learners in mutual planning, involve them in diagnosing needs, involve them in formulating objectives, involve them in designing and carrying out plans, and involve them in evaluating learning outcomes (McKay & Tom, 1999; Shoemaker, 1991).

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Time for a Revolution in Culture Teaching and Learning?

Mike Guest, *Miyazaki Medical College*

Like many teachers, I regularly receive copies of language textbook publishers' new offerings. Every year the number seems to increase as does the variety and scope of titles, a large number of which seem to center on the topic of "culture," certainly something of a buzzword in the EFL/ESL community these days.

After having scanned many of these new textbooks, though, I have begun to notice some questionable trends. A great number of these textbooks seem to rely heavily upon a taxonomy of alleged cultural differences to fill their pages. Many seem founded upon rather set, static cultural dichotomies outlining gaps between the West (especially the United States) and Japan, and proceed to dissect from there. Although many of these books try to be non-judgmental or evaluative in their presentations of culture, and indeed some do try to focus upon similarities or points of common behaviour, almost all profess the need to learn about culture through a discrete-point, rule-based form.

Thus, I retain a nagging sense that something is amiss with this whole business of teaching culture through emphasizing differences. I can't help but wonder if in Japan, where there already exists a rather pronounced sense of cultural distinction, that by highlighting differences we don't inadvertently exacerbate a type of "us vs. them" mentality, a mentality that can easily come to manifest itself in exclusionary or overtly racist forms.

Others have questioned the methodology behind much of the recent "cultural differences" research, asking whether this in fact constitutes a type of exoticizing or othering of cultures (i.e., Kubota, 1999; Susser, 1998), arguing that such approaches often serve to perpetuate crude and outdated stereotypes. Some have politicized this tendency, seeing the pernicious tentacles of neo-colonialism at work (i.e., Pennycook, 1998; Kubota, 1999). More concisely, these authors plus other current researchers (i.e., Littlewood, 2000; Rose, 1996; Spack, 1997) appear to contradict much of the received cultural wisdom as found in such canonical papers as those of Hall (1976), Bruneau and Ishii (1994), Hofstede (1986), and Kaplan (1966).

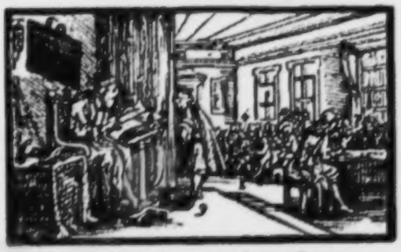
Personally, what I have noted in the current interest in disseminating cultural awareness is a methodological flaw, one that perhaps can be best explained by comparing culture teaching methodology with grammar teaching methodology. I would like to do this by making five points that are generally agreed upon regarding grammar and grammar teaching these days, and then apply these to our discussion of culture and culture teaching.

1. We know that languages are living, dynamic, nebulous entities. They are not static and set. They cannot be easily categorized. Thus to reduce language to a set of discrete rules (such as grammar) and to teach these under the pretext that you are teaching the language is to completely miss the heart of the matter. Likewise, the idea of teaching a culture via a few cultural "pegs" stated as behavioural rules of a people is bound to come up lacking as an accurate description of a culture. In short, it may be argued that the emphasis upon examples of cultural differences as the base material for understanding culture is to culture learning what *yakudoku*, or grammar translation, is to language learning.

2. We know that grammar rules have so many exceptions that it often becomes difficult and unwieldy to apply them to immediate communicative problems. We have to be very wary about the presumed scope of their applications as they often fail to adhere in this or that case. Likewise, the mass characteristics of a culture that may be identifiable in an abstract or generalized schema are unlikely to be immediately applicable to the individuals, small groups, or classrooms that most of us actually face when dealing with other cultures. The dynamics of monolithic cultures and the dynamics of smaller groupings from that culture are liable to be very different. As a philosophical maxim it can be stated as follows: That which may be true of the whole is not necessarily true of the parts. And it is the parts that we face on a daily, practical basis.

3. We now know that there is not one singular, pedagogical grammar, but rather a variety of grammars. We know that the grammar of speech varies considerably from the grammar of writing. Likewise, we should be very aware that there exists no singular monolithic Japanese or American culture, but rather a variety of specialized and diverse cultures, each related in some way to the whole perhaps, but nonetheless distinct.

4. We now know that the forms and structures of com-



Time for a revolution?

munication are determined and controlled by such features as register, mode, and genre. For example, we take it for granted that the style and content of a formal academic presentation would be completely out of place during a beery chat session in your local *nomiya*. Likewise, we must understand that deviances and varying norms exist within every culture, that there are numerous sub-cultures which may be quite different from the more standard forms. Monolithic or representative constructs cannot and must not be applied to every avenue of a society. For example, the classic depiction of the "salaryman as samurai" as a metaphor for modern Japan does little to explain why 13-year-old Saori-chan and her friends want to wear *ganguro*-girl fashion. Understanding the role of the Zen koan is unlikely to be a useful way of deciphering the values of your neighbourhood skateboard dudes. So many culture guides and textbooks focus almost entirely on national/ethnic/racial culture, ignoring the subcultural ethos that invariably crosses national, racial, and ethnic lines. Why are the subcultures of gender, academic background, hobby, occupation, or age so ignored in favour of the national? Don't these subcultural qualities have as much influence on the nature of our interaction with others as does nationality?

> ***Most agree that general language competence is best achieved by participating in meaningful communicative tasks.***

5. We generally agree these days that one does not learn a language well by listening to and memorizing discrete rules about a language. Rather, most agree that general language competence is best achieved by participating in meaningful communicative tasks, tasks that are superordinate goals within which language skills can be practiced and absorbed. Likewise, learning a bunch of differences is hardly likely to enhance an understanding of culture. Doesn't it seem more likely that simply engaging in activities with members of other cultures, activities geared towards superordinate goals, and not discrete knowledge ends, would be a better way to absorb and understand cultures? After all, Suzuki Ichiro is one of Japan's best exponents in terms of presenting a positive image of his country to the U.S., and he does it simply by playing baseball and doing it as well as he can. For that he is widely recognized and appreciated. I believe that Ichiro has done more to better the image of Japan in many Americans' eyes than any number of *Monbukagakusho*-endorsed apologists following the tired and divisive *ibunka* (cultural differences) or *hikaku bunka* (comparative culture) routes.

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Conference Report

Learner Corpus Workshop

Onodera Masako, ***Heisei International University***

Most of us in second language teaching who have dealt with corpus linguistics should now be aware that this area of study has great potential for the field of SLA research. But how many of us know exactly what corpus linguistics is, and what it does for us? For those interested, the *Learner Corpus Workshop*, which was held at Showa Women's University on October 6 and 7, 2001, was a perfect place to become enlightened in this area. The workshop, organized by a group of Japanese researchers specializing in learner corpus research, was intended to meet the increasing demand from those who want to learn about corpus linguistics and its practical applications to SLA research. This was the second workshop since the first one was held in 1999, and this year some 50 people from all over Japan attended both days of the workshop.

The program for October 6 started with plenary speeches made by Professor Rod Ellis (Auckland University and a visiting professor at Showa Women's University) and by a Longman representative who spoke on behalf of Mr. Andrew Tope (Longman). Following this were presentations given by six researchers in Japan who actually used learner corpora data for their research projects. On October 7, three workshops were offered to teach basic skills and knowledge on how to use computer software for dealing with corpora data, and each participant chose one among the three courses: *Excel/Word*, *Perl*, or *WordSmith*.

One of the highlights occurred at the very beginning of the event. In his plenary speech titled *Real Data and Real Pedagogy*, Ellis, with his ample experience and knowledge in the field of SLA, gave us insightful suggestions on the use of learner corpus for SLA. His lecture centered around two questions: (a) What kind of corpora should serve as the basis for designing a second/foreign language course?; and (b) How should the results of corpus analysis be applied to the design of second/foreign language courses? In answering the first question, he argued that comparative analyses of native speaker and learner corpora are ideally required. He also suggested that the corpora of native speaker language use with learners might be highly useful as it provides information about the kinds of language use that L2 learners experience at different stages of their development. In response to the second question, Ellis proposed that corpus-based analyses be best exploited through consciousness-raising (CR) tasks. He pointed out that a benefit of corpora data is that it demonstrates *problematicity* of some target linguistic feature not only through learners' errors (which can be observed rather easily without corpora data), but also through learners' avoidance (which is gained only by comparing native speaker and learner corpora).

Corpus linguistics has too great a potential for anybody in language teaching to ignore.

With all the expectation for possibilities and benefits of corpora data in his speech, however, it was interesting to notice that Ellis repeatedly mentioned the limits of corpus linguistics in language pedagogy. One of the points he made was that corpora can only assist in the design of courses by stipulating "what" is to be taught, but they can say nothing about the methodology of language teaching (i.e. "how" to teach). He also warned that even in selecting "what" to teach, we should not rely too much on frequency analyses provided by corpora data, because there is a good chance that learners will learn high frequency items anyway. Quoting from Cook (1996), Ellis mentioned "the leap from linguistics to pedagogy is far from straightforward," and repeatedly emphasized the importance of combining corpus linguistic research with SLA research. He also articulated the importance of teachers' intuition for filling the gap between linguistics and pedagogy.

What followed this insightful speech was also worth listening to. The Longman representative's introduction to the explosion of new words in the English language was astounding. He showed examples of new words in English vocabulary such as "kidult" (an adult who likes to play games or buy things that most people consider more suitable for children), or "screenager" (a young person who spends a lot of time using computers and the Internet), and explained the new ways in which new words are formed. Following this, six presentations about newly conducted research using corpora data took place in two rooms. Their topics ranged from analyses of Japanese learners' data in terms of written style to an introduction to error annotation tools.

The next day was spent on the acquisition of new skills which we hoped would make ourselves a brand new "corpus linguist." Among the three workshops that were offered, I attended the workshop for *WordSmith*. It is a commercial concordancer that allows you to conduct a variety of analyses. If you have your students' data in this software, for example, you can instantly make a word list of order of frequency, analyze the data according to some keyword to find collocation patterns, or focus on key linguistic items to find frequent error patterns. If you have other data such as an English textbook on your computer, you can easily compare it with your students' data. It took us a whole day to acquire basic skills, but it gave all of us satisfaction to think that this investment would broaden the possibility of our research options and save us a lot of time carrying them out in the future. The only concern for me now is whether I will remember all the knowledge I crammed into my head so that I can actually use it.

In closing, I would like to reiterate what I understood during the workshop: Corpus linguistics has too great a potential for anybody in language teaching to ignore. It can give you access to millions of words of corpus data from your home computer so that you can personalize it for your own use. But like most modern technologies, its benefits may not be truly appreciated until you have used it. Those who are interested in exploring this new field should attend the next *Learner Corpus Workshop* which is scheduled to take place in June, 2002.

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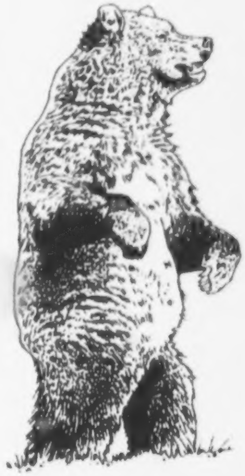
A Chapter in Your Life

edited by joyce cunningham & miyao mariko

This month, please welcome our new, official Director of Programs, Larry Cisar. The editors encourage you to submit an 800-word report about your chapter or SIG in Japanese, English, or a combination of both.

On Being a JALT National Officer

Some might comment, "Yep, Cisar is big enough to be a chapter all by himself." It's not quite true, but close. Now, as Director of Programs, I am mainly involved at the National level so I will focus on that. I really believe that all members have the potential for being good Directors for JALT. All of us have developed and are developing skills that give us the potential to be Directors. As educators, we have acquired skills in planning, organizing, and executing. We have gained competence in human relations. These are all needed skills—nothing more. Being a Director is not some magical position. Tom Clancy put it nicely in a novel that expertise is developed by learning and practice; it is not from some special inborn ability. Natural ability is helpful but even without it, you can be the person you want to be.



We all have ideas about JALT's future. What is nice is that all these different ideas bless the organization with freshness. It is just a matter of putting them all together.

Time is an important factor as in anything we do. Organizing a conference, setting up an accounting system, and organizing a database all take time. Finding time to do these things means finding the job that is fun and then going and having fun doing it. The time miraculously appears. I have found over the years that all of us have the same 24 hours. Our priorities are very different, as they should be, and that is what makes the difference in how time is used.

So how do I find time as Director of Programs? In the early days of JALT, I found that 10 minutes here and there got a lot done. I knew I could not do things in a large batch. So, I scheduled my time. It is surprising how much can be done that way. Now I have time, but people I communicate with are not on the same schedule. Again, it is planning the small amounts of time that is important. It is also valuable to have a patient partner in life who lets you work that way.

"Fun" is a key word. In general, a Director needs to enjoy doing the job; otherwise, (s)he burns out faster than a match. I find fun in seeing a plan come together in all its various facets. I find fun in learning new things about an area or a new way of doing a task, fun in seeing people and my team enjoying the results of my work. Being a Director is serious work, but being serious does not preclude having fun.

"Order" is another key word. Every job within an organization such as JALT needs order. It is much more than organization as it involves looking both at the large and the small pictures, the national and the local pictures, the chapter and the SIG. You learn order by experiencing it, by being involved in some project and looking beyond its immediate confines. Another important meaning of order is "giving directions." You learn how to give orders by taking them—you find the style that fits you. Until you follow, you cannot lead. Then, you move up the ladder of responsibility.

A hard skill to learn is the skill of saying "No." Many books state that you should not say this word, or say it indirectly. I have found that, for me, that does not work. There are times when it is necessary, and they usually do not feel like good times. However, it is essential to set limits and that often entails this two-letter word.

Rare is the person who is ready to become a national officer when first joining JALT; but the experience needed can be gained quickly. Find the area of your chapter and/or SIG that interests you and get involved. All groups within JALT are looking for volunteers. As you do the job, set goals for yourself. Decide what you want to learn and learn it. After gaining a little experience, volunteer to help the National Directors. All of us can use help. You will be surprised at how quickly you become ready to take on more responsibility.

Skills I have learned while doing JALT work have also helped me in my paying job: i.e., seeing from many angles and being ready to try different solutions. They have taught me to avoid looking only one way at an issue and they have taught me to work with people with very different ideas.

To conclude, JALT is an organization for each and every one of its members. It only works if all get involved.

Larry (The Bear) Cisar, Director of Programs, JALT, Kanto Gakuen University, <lcisar@kanto-gakuen.ac.jp>

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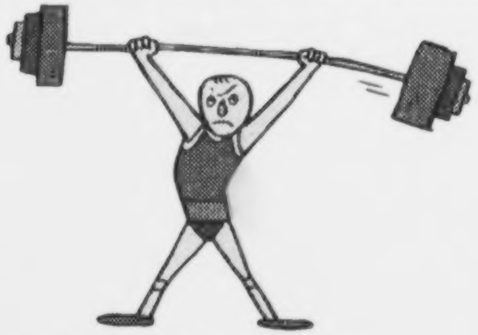

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My Share

edited by brian cullen & erin burke

Prepositional Pennies

Michael P. Johnson,
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Quick Guide
Key Words: Prepositions of location
(on, in, under, by)
Learner English Level: Beginner
Learner Maturity: Junior high school, first year
Activity Time: 20 minutes
Materials: Coins from foreign countries
(I usually use pennies)

Teaching communicatively oriented EFL classes in the Japanese junior high school environment can be a formidable challenge. Added to the usual challenges that exist in any language teaching endeavor are the additional hurdles of dealing with the motivational and social issues endemic to 12- to 15-year-olds the world over. While it may be difficult to sell all 40 of your students on the intrinsic value of learning English on any given day, the following fun activity encourages student motivation by offering extrinsic rewards for performance.

Procedure

This activity is best used as a closing activity after the target prepositions have been introduced and practiced through conversations, drills, or other presentation means.

Step 1: During the regular class activities (i.e. while students are engaged in pairwork) the teacher circulates around the classroom surreptitiously hiding coins while helping students. Coins should be hidden in a variety of locations: on top of blackboards, in students' pen cases, inside dictionaries, etc.

Step 2: When introducing the activity to students, tell them that you have some coins that you will hide around the classroom. Instruct them to put their heads down on their desks and cover their eyes so that you can hide the coins. As the coins have already been hidden, move around the class rattling desks and making noises that might confuse the students. This also throws off the students who might be inclined to peek when they should be covering their eyes.

Step 3: Proceed to write the target language on the board.

Student: Is it (on, in, under, by) the ________?

Teacher: Yes, it is. / No, it isn't.

Step 4: Tell students that if they can guess where any of the coins are, using the model language, they can have the coin. Instruct students to remain seated and to raise their hands if they want to guess where the coins are hidden.

Encourage the students to use the model sentence with Japanese vocabulary if they do not know the English equivalent for any particular word. For example, students may ask *Is it on the kokuban?* The teacher can then provide a correct model for repetition: *Is it on the blackboard?* When students correctly guess the location of a coin, allow them to leave their seat to retrieve it.

Conclusion

First-year junior high school students thoroughly enjoy this activity. It really promotes active use of the target language, as well as providing peer-generated listening practice as students keenly listen to locations guessed by their classmates.

Utilizing eGroup for Japanese Students

Ayako Shibuya, *Soka University*
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Quick Guide
Key Words: CALL, class supplement
Learner English Level: All, with computer access
Learner Maturity Level: High school and up
Preparation Time: 10 minutes to set up a group
Activity Time: A few minutes to add features. The rest depends on the activities chosen.

eGroup is a free mailing-list service provided by Yahoo! Anyone can create their own group or join an existing group. Once you create or join a group, you can send a message to the group address, and everyone in the group receives your message. eGroup has other useful free features that can be utilized not only for CALL classes but also for other language classes as helpful supplements.

Computer-based language teaching has become popular worldwide in recent years, but it may not be easy for language teachers in Japan to implement for several reasons: teachers' own limited computer skills, students' diversity in computer and typing skills, school facility limitations, and so forth. For those teachers who are a little hesitant to use a CALL room for their course but would like to try some CALL elements in their class, eGroup will be very useful. In this short paper, I would like to introduce how I created a class eGroup and used it to supplement my courses without using a CALL room.

Creating a Class eGroup

Creating a class eGroup is easy if you have access to the Internet. Visit <www.egroups.co.jp> for Japanese or <www.groups.yahoo.com> for English and click "Create New Group." You can collect your students' email addresses in class and type them into the directory by yourself to create a class eGroup. An easier way is to assign students to send an email directly to you and copy and paste the addresses into the directory. This will save time, and you don't have to worry about misspelling your students' email addresses. If you have a computer wizard in your class, you may ask that student to create the group for you and the other students. Once you set up a group, a welcome message will be sent to each member in the group, and by replying to it or accessing the group homepage, students can activate their eGroup accounts. As an owner of the group, you may prevent other people from logging in and reading messages.

eGroup Features and Lesson Ideas

Exchanging Messages: This is the main feature of the eGroup. All members of the group can receive and read the email messages sent to the eGroup address. Questions and answers about class can be exchanged between students and teacher through eGroup and the whole class can benefit from it. In this way, you can also avoid answering the same questions to each student. These question and answer exchanges can also be done successfully between students.

Online discussions: This activity is based on the exchange of messages. My students had a lesson about prejudice and non-violence and discussed these issues in class. Small group discussion often works, but uneven patterns of participation cannot be avoided in many lessons due to the difference in students' speaking ability and the level of willingness to communicate. Moreover, students seemed to have a lot to say but there was not enough time for discussion. Therefore, as homework, I asked them to email their own opinion about the topic to the eGroup, read their classmates' opinions, and reply to at least one message. The students expressed their opinions and were involved in the discussion much more than I had expected. Shy students who usually do not participate in class discussion expressed opinions elaborately in online discussions, and greater participation was witnessed, as in Warschauer's (1997) study on electronic discussions. Later I received feedback from my students; most reported that they enjoyed the assignment.

The Calendar: eGroup offers a calendar feature. I posted the class schedule and list of homework assignments on the calendar, so absent students and attending-but-absentminded students could check out anytime online what they were going to/had to do and homework due dates. By doing this, I could avoid having "I was absent, so I didn't know the homework for today" type of excuses. You can also set a reminder to be sent to members at a certain time and date with this feature.

Polls: eGroup has a poll feature where you can set up a poll in which members cast votes. I once used this feature to get students' feedback on which of the units in the textbook they were interested in for class discussions. By doing this, students could be more involved in class decisions, and they felt more responsible for class activities. You can also set the deadline of a poll and have the results sent to group members. Students can also utilize this feature themselves to conduct surveys.

Shared Folders: Group members can share folders online. Images, documents, and files can be uploaded and downloaded with this feature. My students were given a group project leading to a group presentation toward the end of the semester. I told students that pictures of each group would be taken and shared in the eGroup folder. This motivated the students to be well prepared for the project and gave them something to look forward to.

Links: Links and their descriptions can be shared online with this feature; you can post links for students to check out, and students can also post their favorite sites. Instead of posting a site description, another way to utilize this feature is to post questions and create a Scavenger Hunt. Students visit the site posted and find answers to the questions.

Conclusions

I created a class eGroup at the beginning of the school year and have been maintaining it throughout the year. In the second semester, I conducted a survey of my students that revealed that they "like it," or feel it is "convenient," "good," and "should be used more." I have never used a CALL room for class meetings, but the eGroup features have been very useful for both students and me, and activities using these features have worked well in my class.

Reference

Warschauer, M. (1997). Comparing face-to-face and electronic discussion in the second language classroom. *CALICO Journal, 13* (2&3), 7-25.

You Can Communicate It

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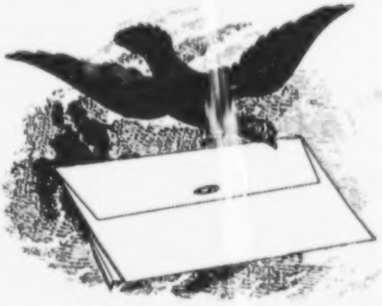
Quick Guide
Key Words: Quick activities, Activating language resources
Learner English Level: All
Learner Maturity Level: High school and up
Preparation Time: Very little
Activity Time: Variable

Students can often do more with their language resources than they realize themselves. As teachers, encouraging students to use their existing knowledge is just as important as teaching them new material. We have found the following activities to be useful in encouraging students to use their existing knowledge and resources.

Activity 1: Simple Words for Difficult Things

First, emphasize to students that they can do a lot with the little that they know. Demonstrate this by carrying out a short paraphrasing exercise.



Step 1: Divide your students into small groups.

Step 2: Give each student a turn to explain English words using simple English words that they already know. Simple words such as *hail, sea,* or *lion* are good to begin with. Some sample student paraphrases are given below:

hail:	It's like rain, but hard and cold.
sea:	It's very big. It's blue. People can swim there.
lion:	It's a big cat. If I see him, I will run away.

Before starting, give several examples like these to your students. As students become familiar with the idea, move on to more difficult words such as *guilt.* You can incorporate vocabulary from recent lessons.

Step 3: Once students are sufficiently proficient at paraphrasing words, add some fun by making it into a game. Give a list of words to one student in each group. This student should not show the list to the others.

Step 4: Set a time limit of three minutes and ask the student to paraphrase as many words as possible. The other students in the group must try to guess the words. The group that guesses the most words within the time limit is the winner. Students enjoy this game, and it provides powerful motivation to use existing language resources.

Activity 2: Using Body Language

Step 1: Emphasize to students that body language plays a crucial role in communication. Demonstrate a few examples to the students by using body language to show that you are hungry, thirsty, tired, or impatient.

Step 2: Divide students into pairs, and give one of the students a scenario that they can communicate without speaking.

Example:

> You missed your plane because . . .
>
> Think of a good reason and, using only body language, explain this reason to your partner.

The reason may be written on the card or you can ask students to use their imagination. The person listening should also be taught to be active in trying to interpret the event.

Step 3: Students then change roles. Some people may find the use of body language a little embarrassing at first, but if you ask everyone to do it at the same time, tension can be relieved.

Activity 3: Combining Body Language and Words

The next stage is to combine body language with words that students already know, to convey a difficult message. For this, we use two games.

Something Strange Happened Tonight

Step 1: Divide students into several large groups.

Step 2: Give scenarios to the students that they must report to a police officer. It is best if these scenarios involve bizarre or amusing incidents.

> *Example 1:* You were walking through the park and dropped your wallet. A bird came down and took it. You chased the bird through the park but it dropped the wallet in its nest high up a tree. You want to borrow a ladder to get it down.
>
> *Example 2:* You were assaulted by an old man as you were waiting to cross the road. You gave him

a slap across the face, but he turned out to be a martial arts expert and you got badly beaten up.

Students can use body language and any words from the target language that they know to get their message across. Different students take the role of policeman or reporter each time, and the other students act as spectators.

Dark and Windy Night

Step 1: Divide students into groups of about five or six students.

Step 2: Explain to your students that it is a dark and windy night. One student takes the role of a person in a house in an isolated place. One by one, the other students have to persuade this student to let them in by explaining what has happened to them. One of them is a murderer who is told to make up any plausible reason to be let in. The others are given bizarre stories. Give scenario cards to students explaining their situation. Include instructions to use only body language, only verbal language, or a combination of both. Here are two examples of possible scenario cards.

Example 1: You were driving along the road with your wife and kids when you saw a guy whose car had broken down standing by his car. You stopped to help. Suddenly, he produced a knife and took your car with your family. You need to borrow the telephone and tell the police. (Use only body language.)

Example 2: You were driving through a forest when there was a flash of purple light and your engine went dead. You got out of the car and saw strange lights. When you got to them you saw they were aliens unloading weapons. You want to get in so you can inform the authorities. (Use only verbal language.)

Students try hard to talk their way into the house, and the bizarre events of their stories keep the mood fun. By allowing students to use different combinations of body language and verbal language, all students will begin to realize the rich resources that they already have.

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Book Reviews

edited by amanda obrien

Talking to Yourself in English: An Alternative Approach to E.F.L. Book 1—Intermediate. Chris Sion. Heerlen, The Netherlands: Training Etcetera, 1995. pp. 76. ISBN: 90-74645-01-1.
Talking to Yourself in English: An Alternative Approach to E.F.L. Book 2—Advanced. Chris Sion. Heerlen, The Netherlands: Training Etcetera, 1995. pp. 76. ISBN: 90-74645-02-X. £5.50 each or £10 together.

Folk wisdom has it that talking to yourself is the first sign of madness. In these two fascinating little books, Chris Sion proposes that learners of English who talk to themselves in English are very wise indeed.

Sion argues that talking to yourself is a natural activity which, if it is done in English, provides students with practice opportunities and increases their fluency. Second language acquisition research suggests that this may be true. Catalysts for language learning include the interpretation of meaningful input and efforts to express meaning. These are the results that have led to communicative EFL methodologies, to pairwork and group work, and class discussions in English. By talking to themselves, students lose the advantages of negotiating meaningful input in interaction with others, but they retain the benefits of attempting to express meaning.

The first book is aimed at intermediate students of English who are looking for new ways of studying by themselves. It contains 102 activities designed to encourage students to practise their English in monologues, which may be spoken out loud, whispered, or said silently. The activities are divided into seven sections, entitled Here and Now, Trips and Travel, Diaries, Remembering, Lists and Records, Counting Numbers and Time, and Alphabet Games. Some of the activities will be very familiar, for example, giving directions to places in your hometown (Directions, p. 17) or talking about the members of your family (Family Tree, p. 40). Other exercises include making commentaries on your own activities, and on what you can see and hear around you; imagining future events and recalling the past; recording a diary on cassette; making mental lists; and number and alphabet games. Many of the activities work equally well as dialogues, and in fact Sion suggests practising the activities with a partner before undertaking them alone. Yet the most interesting activities are clearly based on genuine spontaneous monologues. In Over and Over (p. 35) students are asked to relive all or part of a conversation they have had earlier in the day, and in Rehearsal (Book 2, p. 4) students are asked to practise a conversation that they will have in the future, for example booking theatre tickets by phone, or making a complaint.

Book 2 is written for advanced students, but uses many of the same techniques as Book 1: visualization, imagination, observation, and commentaries. It begins with a similar introduction emphasizing the importance of fluency and the book's aim of activating passive linguistic knowledge. The introductions also suggest ways of using the books and address possible student doubts: what to do if you don't know a certain word, how to ensure accuracy, what to do if you don't understand an activity.

The books are aimed at motivated students who are keen to study by themselves. Sion encourages this autonomy with activities like Course Diaries (Book 1, p. 21) in which learners are asked to keep a diary of their learning experiences. Initial guidance in this activity is provided by a series of questions. Teach Yourself (Book 1, p. 36) asks students to imagine teaching something that they have learned recently, which is a great test of their mastery of the subject. In addition to the self-access aspect of these books, I feel that this type of monologue could be used as a valid classroom activity in which students can take a moment to gather their thoughts before embarking on the next pairwork.

For motivated students, the less outgoing, and for those with few chances to practise their English, I would recommend these books. For teachers who are looking for a different approach in the classroom, they provide an interesting solution.

Reviewed by William Green
Sapporo University Women's Junior College

Business Basics. David Grant and Robert McLarty. Oxford: Oxford University Press, 2001. pp. 175. ¥2,700. ISBN: 0-19-457340-0.

Business Basics is a solid introductory business English text for adult false beginner learners. The book's use of British English should be of interest to many teachers in Japan, where the terms "English" and "American English" are usually interpreted to be one and the same.

In addition to the student text and two cassettes or CDs there is a student workbook and a teacher's book available. The workbook, which could be used for additional homework, contains exercises similar to the ones contained in the textbook and is designed to help reinforce the text's grammar points and vocabulary items. The teacher's book contains lesson plans, photocopiable pages for twelve additional pairwork communicative activities, and progress tests. A videotape, *Big City Video*, based on the textbook syllabus, is also offered for sale but was not available to this reviewer.

The main textbook consists of 12 thematically linked units covering topics such as going on a business trip, describing and comparing, and dealing with problems. These units are divided into three sections, each with its own teaching point, which more often than not is grammatical.

The textbook covers the four language skills although in unequal proportions. There is a lot of listening practice throughout each unit. The listening tapes include mainly British speakers as well as some American and nonnative speakers. The use of British English did not present any major problems for my students who are more familiar with the President's rather than the Queen's English. Unfortunately, the tests included with the teacher's manual contain no listening questions and instead focus on testing only grammatical and vocabulary knowledge. The textbook also contains pronunciation practice in nearly every section: Students must listen, identify, and then produce various items · such as minimal pairs, word stress, and contractions. Sensibly, the textbook focuses on features common to British and American English rather than the differences. The textbook also provides a suitable amount of business-related reading and vocabulary building activities.

While the textbook handles the listening and reading skills reasonably well, it covers the language skills requiring production less thoroughly. In the book's few writing exercises students are rarely required to produce work beyond the phrase or sentence level. It is also unfortunate that the speaking activities designed by the book's authors are exclusively pairwork and neglect small group work and types of speaking beyond back and forth dialogues. After a few lessons my students found such pairwork limiting and I found it slightly unnatural.

Business Basics is a well-structured text with a strong focus on teaching basic grammar and listening skills. The material covered in the book is elementary and should not pose many difficulties for teachers who lack a business background or knowledge of British English. The text is perhaps best used by students who are working because it requires discussion of their own workplaces and jobs. A class of college students who studied with the book had difficulty relating to some of its tasks. Ultimately, whether or not a teacher chooses to employ this book in their classroom will depend largely on their attitudes towards grammar-based syllabi. Some teachers will be comfortable with the text's focus on grammar, others will find it limiting.

Reviewed by James McCrostie
Omiya Chapter

Recently Received

compiled by linh t. pallos

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will not be available for review after the 29th of March. Please contact the Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Course Books

***Projects from the University Classroom.** Ford, K., & McCafferty, E. (Eds.). The College and University Educators Special Interest Group of the Japan Association for Language Teaching (JALT CUE SIG), 2001.

Landmark (Intermediate & Upper-Intermediate). Haines, S., & Stewart, B. Oxford: Oxford University Press, 2000.

Quick Work: A Short Course in Business English (Pre-Intermediate & Intermediate). Hollett, V. Oxford: Oxford University Press, 2000.

Big City. Hutchinson, T., & O'Driscoll, N. Oxford: Oxford University Press, 2001.

Head for Business (Intermediate). Naunton, J. Oxford: Oxford University Press, 2000.

Longman English Express 1 & 2. Rost, M., Thewlis, S., & Schmidt, J. Hong Kong: Longman Asia ELT, 2002.

The Good Grammar Book: A Grammar Practice Book for Elementary to Lower-Intermediate Students of English. Swan, M., & Walter, C. Oxford: Oxford University Press, 2001.

Supplementary Materials

****Creating Conversation in Class: Student-Centred Interaction.*** Sion, C. London: First Person Publishing & DELTA Publishing, 2001.

Oxford Idioms: Dictionary for Learners of English. Oxford: Oxford University Press, 2001.

Oxford Phrasal Verbs: Dictionary for Learners of English. Oxford: Oxford University Press, 2001.

Oxford Student's Dictionary of English. Oxford: Oxford University Press, 2001.

English for Primary Teachers. Slattery, M., & Willis, J. Oxford: Oxford University Press, 2001.

Film. Stempleski, S., & Tomalin, B. Oxford: Oxford University Press, 2001.

Arts and Crafts with Children. Wright, A. Oxford: Oxford University Press, 2001.

For information on advertising in *TLT*, please contact the JALT Central Office:
Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016; t: 03-3837-1630; f: 03-3837-1631; tlt_adv@jalt.org

JALT News

2001 Sheltered English Workshops (SEW) Presentations Report

This year's workshops were very successful in terms of the numbers of participants for all of the presentations. We made very good use of our ten time slots and had a good turn out at all presentations with the exception of the 12 o'clock time slot with just five participants, perhaps because it was the lunch hour. The average number of participants that attended the presentations was 20 (about 50% were nonnative speakers of English), with one as high as 35 participants. Despite our considerable efforts to be clear that the workshops were for nonnative speakers of English, there was a lot of interest from native speakers. In order to compensate and not have to turn interested people away, at the beginning of each presentation we announced that the workshops were designed for nonnative English speakers and asked that that group be given the first opportunity to speak when called upon. Presenters said that most people were very respectful of that request. There still seems to be confusion about the SEW acronym on the schedule, however the layout of the schedule was much better for these workshops than it has been in the past. The numbers of people indicate a great interest in the presentation topics that were offered. The topics included practical issues like error correction, audio assessment, discussion/debate, adapting texts, and collaborative teaching practices, as well as more theoretical topics like the experiential learning cycle.

Eric Gustavsen

今月のコラムは、絶対に見応えのある二つのニュースについてです。一つ目のニュースは、JALT2001年会議　PAC3でのSheltered English Workshop (SEW)について。SEWは、英語ノン・ネイティブ・スピーカーの為のものと、もう一度、強調しておきます。SEWを組織する会員は英語ネイティブ・スピーカーからも大変興味を持たれており、その件に関しては喜んでいますが、ノン・ネイティブの参加を心待ちにしております。二つ目のニュースは、沖縄ＪＡＬＴからです。二つの特別企画に関して－　一つは、彼らのウェブ・ページのデザインについて、もう一つは、リソース・センター（Resource Center）の設立についてです。記事を読んで、アドバイス願います。二つのニュースを読んで、素晴らしい一ヶ月をお過ごし下さい。

2001年 Sheltered English Workshop (SEW) プレゼンテーション報告

今年のワークショップは、全てのプレゼンテーションに参加者多数で、素晴らしい成功をおさめました。10のプレゼンテーション全ての時間配分、参加者数ともに申し分がありませんでした。１２時の回には、5名の参加者でしたが、お昼時であった為と考えられます。それぞれのプレゼンテーションに、平均して２０名の参加があり（約50％は、英語ノン・ネイティブ・スピーカーでした）、最多で35名の参加を認めました。英語ノン・ネイティブ・スピーカー向けのワークショップであると強調しておりましたが、ネイティブにも大変、興味深いものであったようです。その為、それぞれのプレゼンテーションの始めに、このワークショップがノン・ネイティブ向けであり、ノン・ネイティブのみなさんに最初の発言権（プライオリティー）があると伝えました。プレゼンターによれば、この提言にほとんどの方が忠実であったとのことです。スケジュールに書かれたSEWの頭文字に、いくらか誤解もあった様ですが、例年に比べて、そのレイアウトは非常によく出来たものでした。かなりの数の方が、プレゼンテーションでの議題に少なからぬ関心を寄せていました。例えば、実践的な、間違い修正やオーディオ評価、ディスカッション/　ディベート、テキスト選定、ティーチング実践共同研究など、また実験的学習サイクルなど理論的な議題も提示されました。

Eric Gustavsen

Okinawa Chapter's Special 2002 Projects

Okinawa JALT has two new projects for the new year. The first is the development of an Okinawa JALT homepage by our website coordinator, Douglas Dreistadt of Okinawa International University. In addition Dreistadt is setting up an Okinawa Chapter e-group that will allow us to have ongoing dialogues with our membership on various topics related to improving language teaching in Okinawa.

Our second project is the establishment of an Okinawa Teacher's Resource Center. It will be located at Okinawa Christian Junior College and the temporary chair will be Murata Norie, who was the Okinawa JALT chapter treasurer for many years. She is now professor of the teacher training program at Okinawa Christian Junior College.

The purpose of the Resource Center will be to make teaching materials available to the JALT Okinawa membership. Once established, members will be able to check out materials for a one-month period. A few of the areas of interest include teaching theory, practical classroom application and lesson plans, videos on culture and professional development, and publishers' materials. Since we are in the developmental stages of the Okinawa Teacher's Resource Center, we are looking for practical ways to classify and categorize what we will provide. We believe that this resource center will allow us to develop a more positive relationship with the publishing firms in Japan and in turn we hope that we can better offer our members valuable resources to improve their teaching.

Okinawa JALT has an active group of officers who believe that the Okinawa Chapter can make a difference in the way we teach and the way students learn. We hope to do this by providing continuing education that enhances language education and language learning.

Any JALT member that would like to contribute some useful information to assist us in our website project or our teacher's resource center, please contact the president Lyle Allison at <leaphd@aol.com> or <lallison@ocjc.ac.jp>.

Lyle Allison, Okinawa Chapter President

沖縄支部 2002年特別企画

沖縄JALTは、新年に向け、二つの新しい企画を始動させました。

一つ目は、私共のウェブ・サイト・コーディネーターを沖縄国際大学のDreistadt先生にお願いするということです。Dreistadt先生は、インターネットに関して、たくさんの経験をお持ちで、JALTホームページ開発に力を入れて下さっています。それに加え、沖縄支部E　グループも設立されたおかげで、沖縄の語学教育改善に関するさまざまな話題に関して、会員同士が話し合うことが可能になるでしょう。

二つ目は、沖縄ティーチャーズ・リソース・センターの設立に関してです。沖縄キリスト教短期大学内に設立し、長年、沖縄JALT支部の会計を務められたMurata Norie教授に、暫く、議長をお願いしようと考えています。彼女は現在、沖縄キリスト教短期大学で、ティーチャー・トレーニング・プログラムに携わっています。

リソース・センター設立目的は、JALT沖縄会員が教材などを利用することです。

設立されれば、一ヶ月のスパンで、会員が教材を調べることも可能です。皆さんが興味を持たれている分野は、教授法論、実践クラスルーム応用、レッスンプラン、文化及び専門教育のあのビデオ、そして出版社教材です。沖縄ティーチャーズ・リソース・センターはまだ発展段階にありますので、実践的な分類、カテゴリー化の方法を模索しています。このリソース・センターは、日本の出版社さんとも、より前向きな関係を築き、また、私達もティーチングの改善の為、貴重な資料を会員に提供出来ると確信します。沖縄JALTは、教え共に育まれる点において、他と一線を画し、また、その活動的な職員によって成り立っています。私達は、語学教育及び学習をより活発化する、継続教育をサポートすることを望んでいます。ウェブ・サイトやリソース・センターに関して有用な情報をお持ちのJALT会員の皆様、会長 Lyle Allison 〈leaphd@aol.com 若しくは、〈lallison@ocjc.ac.jp〉まで、ご連絡下さい。

Lyle Allison　沖縄支部会長

Call for Nominations

Nominations are now open for the following JALT National Officer positions:

Director of Programs—Supervises the arrangements for the Annual Conference; plans special programs and workshops that will be made available to Chapters and SIGs.

Director of Treasury—Maintains all financial records; collects and disburses all funds of the organization; presents an account of the financial status of the organization at a General Meeting.

Director of Public Relations—Coordinates JALT publicity; promotes relations with educational organizations, media and industry; acts as liaison with institutional and commercial members.

Auditor—Inspects the status of JALT's business and assets; presents opinions to the Directors concerning JALT's business and assets; reports to the General Meeting or to the concerned governmental authority concerning any problems with JALT's business and assets.

Director of Records—Responsible for recording and keeping the minutes of Executive Board Meetings and the General Meeting, and for keeping the chapters and SIGs informed of the activities of the organization.

All terms are for two years (except for Director of Records which is for one year only this time because no one was elected last year) beginning immediately after the Ordinary General Meeting at the JALT2002 Conference in Shizuoka. Further descriptions of these positions can be found in the Constitution and Bylaws of JALT as published in *The Language Teacher* February Supplement: *Information & Directory, Officers & Associate Members*.

All nominees must be JALT members in good standing. To nominate someone (yourself included), contact Edward Haig in writing by letter, fax, or email at Faculty of Language and Culture, Nagoya University, Furo-cho, Chikusa-ku, Nagoya-shi, 464-8601; f: 052-789-4789; email: <haig@lang.nagoya-u.ac.jp>. When making nominations, identify yourself by name, chapter affiliation, and membership number, and include your contact information. Identify your nominee by name, chapter affiliation, and membership number, and include his/her contact information. The deadline for nominations is May 31, 2002.

Candidates who accept their nomination will be asked to submit their biodata, statement of purpose, and a photo by June 10, 2002.

Anyone with further questions about the elections should contact Edward Haig at the numbers above.

立候補者募集

次の全国選出役員の指名推薦期間が始まりました：

企画担当理事: 年次大会の準備を監督し、支部や分野別研究部会のために特別なプログラムを企画する。

財務担当理事: 全ての経理記録を管理し、本会の資金を収集し、配分する責任を負う。また年次総会において本会の財務状況の報告を行う。

広報担当理事: 本会の広報活動を統括し、他の教育団体、報道機関、産業界との交流を促進し、本会と賛助会員との連絡つとめる。

監事: 理事の業務執行の状況とこの法人の財産の状況を監査すること。理事の業務執行の状況またはこの法人の財産の状況について、理事に意見を述べること。監査の結果、この法人の業務または財産に關し不正の行為または法令若しくは定款に違反する重大な事実があることを発見した場合には、これを総会または所轄庁に報告すること。

書記担当理事: 書記担当理事は執行役委員会会議及び通常総会の議事録を作成、管理し、本会の活動について支部と分野別研究部会に周知をはかる責任を持つ。

任期は静岡県で行われる2002年度総会の直後から2年間です。ただし、書記担当理事に関しては、昨年選出された候補者がいなかったため、任期は一年である。

詳しい情報は「The Language Teacher」の2月号付録-インフォメーションと役員、準会員名簿- の学会定款と定款細則の載っておりますので、御覧下さい。

候補者は正会員でなければなりません。自薦でも他薦でも文書で（手紙、ファックス、電子メール）エドワード・ヘイグに連絡して下さい。連絡先は〒464-8601　愛知県名古屋市千種区不老町　名古屋大学　言語文化部：（０５２）７８９-４７８９；eメール：haig@lang.nagoya-u.ac.jp。推薦して下さる方は御自分の名前、支部と会員番号、連絡先を明記して下さい。立候補の期限は2002年5月31日までです。

立候補者は履歴書、所信表明と写真を2002年６月１０日まで送付しなければなりません。

この選挙について質問のある方はエドワード・ヘイグに連絡して下さい。

Edward Haig
Chair, Nominations and Elections Committee

SIG News

Edited by coleman south

CALL—The CALL SIG invites presentation/workshop proposals for its 7th annual international conference, ***JALTCALL2002: Local Decisions, Global Effects***, to be held at Hiroshima Jogakuen University on Saturday & Sunday, May 18 & 19, 2002, (plus special pre- and post-conference events on May 17 & 20). Proposals relevant to the conference theme will be given highest priority; however, all topics that address the issue of how computer technology is applied in the classroom are acceptable. Educators concerned with all levels of instruction are invited to submit proposals. Those who submit accepted proposals on or before **Monday, April 1** may register for the conference at the discount rate. For submission details, please visit our website at <jaltcall.org/conferences/call2002>.

GALE—The GALE, GILE, & PALE SIGs, along with two NGOs, are cosponsoring a conference entitled ***Peace as a Global Language*** to be held in Tokyo, September 28 & 29, 2002, at Daito Bunka Kaikan (of Daito Bunka University). Conference themes include teaching about human rights, conflict resolution, gender issues, environmental issues, and peace. Language teachers, other educators, activists, and students are all welcome to attend as well as to give presentations or workshops. Presentations can be in English, Japanese, or bilingual. For more information please visit the conference website <kyushu.com/peace> or contact the coordinators of GALE, GILE, PALE, or the Peace as a Global Language Conference Committee c/o J. Nakagawa (see GALE contact information).

Learner Development—Enjoy Mt. Rokko in the autumn! The LDSIG will be holding another autumn retreat in the mountains above Kobe on October 5 & 6, 2002. Current plans are that it will be a work-in-progress sharing of work towards an anthology of research into learner autonomy, planned for publication sometime in 2003. Watch this space for more details, or contact Steve Brown or Usuki Miyuki (See LD contact information).

Other Language Educators (OLE)—OLE published its Newsletter #22 on January 15, 2002. It contains the following: a revised coordinator's report; updated statements of purpose in Chinese, English, French, German, and Japanese; calls for papers for OLE-related events at JALT2002; a JALT2002 Call for Papers (in full, so that those who might want to present will know how to submit proposals) plus an idea file for those who can not readily come up with a proposal; a discussion paper to be subjected to criticism; and a list of publishers of other foreign language textbooks and publishers' information. Copies of the newsletter are available from the coordinator, Rudolf Reinelt (See OLE contact information).

Pragmatics—This SIG is now in its third year, the second year as an Affiliate. This means that as long as we maintain a membership of 50 or more and meet the other JALT requirements for a national SIG, we will reach Full SIG status at the end of 2002. Our membership has been growing steadily, with 12 members joining at the conference, which puts the total at 85 (66 of which are also JALT members). If you would like to join, please contact one of our Membership Co-chairs, Kite Yuri, <ykite@gol.com> or Bill Hogue, <whogue@alumni.indiana.edu>.

JALT2001 Report. At our SIG-sponsored forum on Acquisition of Pragmatics, attendance was standing room only. The four speakers discussed longitudinal and cross-sectional approaches to studying the acquisition of pragmatics by both young and adult learners. Dr. Gabriele Kasper, a leading expert in the field of interlanguage pragmatics, provided fascinating insight into how these studies fit into a larger framework. She then offered a list of potential theories that could be applied to help explain L2 pragmatic development. These included theories in developmental psychology, cognitive psychology and psycholinguistics, and language socialization and identity. Her presentation reminded of us of the broad range of perspectives available for insights as we inquire into the challenges of acquiring L2 pragmatics.

Next, the Pragmatics SIG also held its annual general meeting, where we discussed ways to publicize and promote our SIG and encourage new membership and discussed the possibility of planning a joint SIG mini-conference during spring of 2003. Changes to the officer list were also approved: Ohashi Mariko became the new Treasurer, Mary Christianson slid over to Publicity Co-chair, and Bill Hogue was approved as a Membership Co-chair and Webmaster. Please check out our website at <groups.yahoo.com/group/jaltpragsig>.

SIG Contacts

edited by coleman south

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Computer-Assisted Language Learning—Timothy Gutierrez; t: 0823-21-4771; <timothygutierrez@yahoo.com>; <jaltcall.org/>
Foreign Language Literacy (Currently requesting to be disbanded or merged with another SIG) —David Dycus (temporary coordinator); <dcdycus@asu.aasa.ac.jp>
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Forming SIGs

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Chapter Reports

edited by richard blight

Nagasaki: December—***Global Issues*** by various speakers. For the final meeting of the year, we invited everyone to bring ideas or plans on how to deal with content-based classes centered on the theme of Global Issues. These could be for elementary schools, junior and senior high schools, colleges and universities, language schools, or private lessons. We began by brainstorming what "Global Issues" actually means, and what kind of topics might be acceptable under the rubric of "content-based instruction." We then discussed which topics might be considered risky due to pedagogical or socio-political reasons in various schools, and with various kinds of learners. We also talked about various methods which could be employed, and the types of materials available. Some general themes or topics which emerged were peace and conflict studies, nuclear weapons, human rights, and AIDS education. A particularly lively discussion centered on whether educators and activists here in Nagasaki over-emphasized the suffering caused by the atomic bombing of the city on August 9, 1945, at the expense of a broader understanding of war and peace. The handouts used (and still available, for anyone interested) were human rights pairwork sheets, a bilingual activity chart on rights (both courtesy of the JALT Global Issues SIG), and a basic level bilingual lesson plan for World AIDS Day (prepared by the Japan AIDS Prevention Awareness Network).

Reported by Tim Allan

Nagoya: December—***My Share*** by Tim Newfields, Nagano Yoshimi, Katsuda Ryoko, et al. Speakers presented information from the PAC3 at JALT2001 conference and shared further ideas based on individual teaching experiences. Newfields demonstrated how a quick creation of a map of the world reflects one's individual consciousness. Nagano and Kawashito showed how to a play a *janken* game that evolved through several stages of development. Katsuda illustrated how to use cards with pictures of celebrities to build a card collection. Porter led a discussion on investigating an English education system that could serve as a successful role model (further information is available at <http://lifelongenglish.homestead.com/Share.html>). White demonstrated how children can advance their English skills by using a hopscotch phonics game. Shimo shared a useful way of teaching grammar in the university classroom. Yamazaki illustrated how students can extend their vocabulary knowledge by using colored cards, which are ultimately arranged into correct word order. The members of the audience were particularly gratified by the variety of information presented in this My Share session.

Reported by John Ahern

Omiya: July—***A Task-Based Approach to Using Video in Content Courses at Japanese Universities*** by Evelyn Naoumi. Naoumi began by showing a video clip from the *Headway Intermediate* course, and explained that since she wasn't happy either with the *Headway* package or with traditional methods for using video, she decided to try something different—a task-based approach to using video in the classroom. The approach uses a three-stage framework, incorporating pretask, task, and posttask stages, and enables teachers to engage students' interest, to focus on specific information and language, and to produce a piece of work based on the video presentation. She designs tasks in three steps: needs analysis, course content and evaluation, and a checklist. The needs analysis includes testing reading ability, consideration of students' level, a questionnaire about language experience, and student interviews. Naoumi's suggestions for carrying out a needs analysis and the checklist for video clips she provided were particularly welcome additions to participants' toolkits.

Naoumi's courses have covered content including the economy, media, the political system, and sports. She has used several commercial video packages including *Window on Britain, Headway, Voices*, and *U.K. Today*. According to Naoumi, applying task-based methodology in her teaching context is difficult. The students' levels are mixed, and somewhere in the process the language has to be explained and developed. The challenge for the teacher is in isolating problems and finding solutions, for example, deciding how much time to spend on each task. A task-based approach requires knowledge of the students' linguistic level and experience using the language, and consideration of whether the students have done pairwork or group work. Often the best approach is to use video to develop content for the students to talk about rather than using it for direct comprehension exercises.

Reported by Michael Stout

Chapter Meetings

edited by tom merner

Hiroshima—***The Current State of Teaching English in Japanese Schools*** by Miyaoku Masamichi. The speaker will introduce the results of his research into high school students' English abilities and their attitudes toward English education. Also he will talk about how English teachers are working on improving the current state. At least part of this meeting will be conducted in Japanese. *Sunday March 17, 15:00-17:00; International Conference Center 3F, Seminar Room #2, Hiroshima Peace Memorial Park; one-day members 500 yen.*

Hokkaido—Chris Perry will present on helping students master English pronunciation at all levels. This is a hands-on presentation and you will leave with ready-to-work tips for the classroom. *Sunday March 24, 13:30-16:00 (doors open at 13:00); Hokkaido International School (for address and directions to the venue, please visit our website); one-day members 1000 yen.*

JALT **北海道支部**三月例会はクリス・ペリー氏が「発音マスターのための指導法」と題して発表します。初級から上級まで教室でそのまま使えるアクテイビテイが紹介されます。

Kanazawa—***Code Switching and Language Development of Bilingual Children*** by Takagi Mariko. The presenter will report a study investigating code-switching patterns of Japanese/English bilingual children in the North East of England from linguistic and psycholinguistic perspectives. The study contributes to the examination of how the children's L1 development is influenced by the contact with L2. It shows how code-switching patterns can be an indicator of the children's language dominance and L1 maintenance. *Sunday March 17, 14:00-16:00; Shakai Kyoiku Center (3-2-15 Honda-machi, Kanazawa).*

子供のバイリンガリズム：バイリンガルの子供たちの言語使用に見られるcode-switchingと二言語発達について海外に住む日本人駐在員の子供たちの二言語発達状況を、子供たちが日本語と英語でそれぞれ行ったstory-tellingからデータを得て、そこに見られる

code-switchingのパターンを分析することにより考察した。

Kitakyushu—***English in Elementary Schools: What Will It Mean For Secondary School Teachers?*** by Yoshida Kensaku, Sophia University, and Tom Merner, Japan College of Foreign Languages. Please join the Kitakyushu JALT chapter for a talk on how changes to the elementary curriculum may affect English education in secondary schools. The speakers will share their knowledge and experience from working on *Monbukagakusho* committees to revise English education. Topics covered will include the current state of English education and teacher training in elementary schools, proposed options for elementary English education, and how these changes may affect secondary English education. This presentation will be sponsored in part by STEP and should be of interest to teachers at the elementary and tertiary levels as well. Bring a friend. *Saturday March 9, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members 500 yen.*

Matsuyama—***Classroom Activities***, by Philip O'Neill, Oxford University Press. O'Neill will introduce a number of activities for classroom use with a wide range of students. This workshop should be of help to teachers of children and adults alike. The presentation will also discuss some ideas on using extensive reading to build student independence and motivation. There will also be a display of Oxford University Press texts and books for teachers. *Sunday March 10, 14:15-16:20; Shinonome High School Kinenkan 4F; admission free.*

Nagasaki—To be confirmed. We will have another great meeting planned for March; at press time, details were not yet confirmed. We will be posting information about it in a variety of websites, newsletters, and through our own monthly, free email newsletter. If you would like to subscribe, you can do so automatically anytime through the signup website at <http://kyushu.com/jalt/nagamail.php3> or by contacting us as per the Chapter Contact list. Please note that most of our meetings in 2002 will be held at a new location: Kotsu Centre, Nagasaki Bus Terminal Building, 4F, Volunteer Support Centre, directly across from Nagasaki JR and Amu Plaza. Hope to meet you there—all welcome!

Nara—***Making Effective Use of Multi Media in Project Work*** by Simon Cole. This presentation looks at the experience of a multi-media project at a private high school. In the project, students used a reader-response approach to study the lyrics of an English pop song. They then used computer software to produce a visual for karaoke, and then synchronized subtitles with the song. Students then produced a written justification for their visual with reference to the song's lyrics. The presentation will look at some of the lessons of the project and will attempt to make some generalizations about effective ways to use multimedia in the classroom. *Saturday March 23, 14:00-17:00; Tezukayama University, Gakuenmae Campus (Kintetsu Gakuenmae Station); free to all.*

Omiya—***Meaningful Personal Discourse in the Classroom, Despite Textbooks*** by Rob Hughes and Simon Evans, Seigakuin University. The presenters believe that the communicative exchanges that take place in the classroom are rarely meaningful. This can change. Commercial instructional materials will be examined to determine their "communicativeness." The presenters advocate the use of icon-supported, teacher-made pairwork activities as a means to get students producing meaningful, extended, unscripted discourse. *Sunday March 17, 14:00-17:00; Omiya JACK 6F (near JR Omiya Station, west exit; one-day members, 1000 yen.*

West Tokyo—***Roles, Strategies, and Skills for Activating Student Discussions*** by Valley Peters, Tokyo Joggakan Junior College. The conversational skills necessary for participating in a content-based classroom discussion are elusive yet crucial. Defining roles and providing the language support necessary to exchange ideas are two elements that the presenter has found helpful for a successful classroom discussion. The presenter will share her experience in developing these skills in the junior college setting and will offer participants the opportunity to discuss how these ideas can be applied to their contexts. The presentation will be followed by a goodbye party for departing officers. *Sunday March 17, 13:00-15:00; Tokyo Jogakkan Junior College, Minami-machida station on Denentoshi line (email <kim.parent@sit.edu> for directions); one-day members 1000 yen.*

Yamagata—***Cross-Cultural Misunderstanding Between Japanese and Americans*** by Stephen Ryan, Yamagata University. This presentation will discuss ongoing research concerning cross-cultural misunderstandings between Japanese and Americans. The focus of this discussion is that Japanese and Americans often misunderstand each other due to the disparity of their own everyday unique cultural experiences that have become highly over learned and exist as unrecognized information or cultural scripts. *Sunday March 3, 13:30-15:30; Yamagata Kajo Kominkan (t: 0236-43-2687); one-day members 800 yen.*

Yokohama—The regular monthly chapter meeting for March will be held, with the program to be announced. *Sunday March 10, 14:00-16:30; Ginoo Bunka Kaikan, in Kannai (three minutes from JR Kannai Station and one minute from Isezakichojamachi on Yokohama Subway line); one-day members 1000 yen.*

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edited by tom merner

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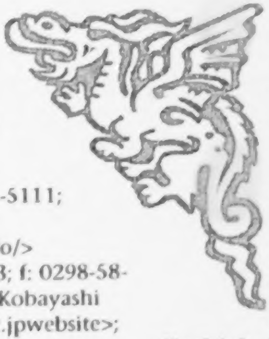

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Conference Calendar

edited by lynne roecklein

New listings are welcome. Please submit information to the editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus March 15th is the deadline for a June conference in Japan or a July conference overseas, especially for a conference early in the month.

Upcoming Conferences

March 14-17, 2002—*CATESOL (California TESOL) 2002: Learning with Purpose*, at the Bill Graham Civic Auditorium, San Francisco, California, USA. Among the plenary speakers are Andrew Lam, a journalist, short story writer, and commentator for National Public Radio, Michael McCarthy, expert and textbook writer on vocabulary, H. Douglas Brown, Judy Gilbert, Kate Kinsella, and Diane Larsen-Freeman. Colloquia of special interest might be Adolescent Literacy, Pedagogical Effects of Technology, Adult Learners, and Intercultural Communication. See the website at <www.catesol.org/confer.html> for registration and accommodation information, or contact Emilie Krustapentus, Conference Chair, by email at <fritzmis@aol.com>.

March 15-17, 2002—*TESOL-Spain's 25th Annual National Seminar—Access Europe: Language as a Common Currency*, at the Centro de Enseñanza Superior Luis Vives-CEU, Madrid, Spain. Despite its name, this is a convention, with plenary speakers, papers, workshops, demonstrations, materials exhibitions, a job center, etc. Oriented to Europe, there are nonetheless more than enough presentations of World English ilk and by educators from all over the world to offer matters of interest to anyone involved in language anywhere. The web site at <www.tesol-spain.org/convention2002/talks.html> is extraordinarily detailed, including abstracts for invited speaker talks. Otherwise, contact Holly Vass, Convention Coordinator; CL. San Felipe, 11-2 Ctro. Madrid, Spain; <holly.vass@wanadoo.es>.

April 3-5, 2002—*ITUA (Information Technology and Universities in Asia) 2002 International Conference: IT Culture and Language Education*, with the support of the Asian Association of CALL and others, at Chulalongkorn University, Bangkok, Thailand. The conference offers to those interested in how best to use ICTs in realizing the missions of a university education a venue for sharing ideas and research findings in keynote speeches, papers, workshops, and poster sessions, with special attention to the cultural aspects of ICT use, distance learning, the Web in CALL, computer-assisted (based) language testing, and building national/international partnerships for networked language learning, among others. The website at <www.kyongju.ac.kr/prof/chongld/CALL/CALL.htm> contains extensive theoretical and practical information, or contact the conference chair Larry D. Chong; School of Foreign Languages, Kyongju University, Kyongju, Korea; t: 82-54-770-5134; f: 82-54-748-2812; <chongld@kyongju.ac.kr>.

May 11-12, 2002—*JALT Pan-SIG Conference 2002*, to be held at the Kyoto Institute of Technology (Kyoto Sangyou University), Matsugasaki, Sakyo-ku, Kyoto, brings together three JALT SIGs and JALT Kyoto in an event organized as three individual mini-conferences around a common core.

1) ***Language Testing in Asia in the 21st Century***. Enjoy a range of presentations, poster sessions, and a colloquium on assessment and evaluation issues, along with keynote speeches by J. D. Brown of the University of Hawaii and Liz Hamp-Lyons of Hong Kong Polytechnic University. See website at <jalt.org/test/conference.htm> or contact Tim Newfields; Nanzan Jr. College, Hayato 19, Showa-ku, Nagoya 466-0833; t: 81-(0)52-832-6211, ext. 241; f: 81-(0)52-832-8773(w); <newfield@dream.ocn.ne.jp>.

2) ***Bilingual Development Forum 2002 (BILDF): Practical and Theoretical Aspects of Bilingual Development and Education***. See the BILDF website at <res.ipc.kit.ac.jp/~pwanner/> or contact Peter Wanner; Kyoto Institute of Technology, Goshonokaido, Matsugasaki, Sakyo-ku, Kyoto 606-8585, Japan; t: 81-75-724-7266; f: 81-75-724-7580; <pwanner@ipc.kit.ac.jp>.

3) ***CUE 2002: Curriculum Innovation***. See the CUE 2002 website at <wild-e.org/cue/conferences>. For other information or clarification, contact Eamon McCafferty, CUE (College and University Educators Special Interest Group) Conference Co-Chair; Green Hill Mukougaoka #301, 5-4-6 Masugata,Tama-ku, Kawasaki shi, Kanagawa 214-0032, Japan; <eamon@gol.com>.

May 16-18, 2002—*TESL Canada 2002: Catch The Dream*, co-hosted by TESL Canada and SCENES (Saskatchewan Council for Educators of Non-English Speakers) in Regina, Saskatchewan, Canada. The program is varied, including a special subsection on adult ESL; the plenary speakers are David Nunan and Virginia Sauvé. Further information from the conference website at <members.home.net/teslcanada/2002%20Conference> or from Jake Kutarna at <scenes@sk.sympatico.ca> or the TESL Canada office at <teslcanada@home.com> or t/f: 1-604-298-0312.

Calls For Papers/Posters

April 1, 2002 (for May 18-19, 2002, with special events on May 17 and 20)—**JALT CALL SIG** now invites proposals for participation in its 7th Annual International Conference, **JALTCALL2002:** ***Local Decisions, Global Effects***, to be held at Hiroshima Jogakuin University, 4-13-1 Ushita-Higashi, Higashi-ku, Hiroshima, Japan, 732-0063. Submissions relevant to the conference theme will be given highest priority; however, all topics which address the issue of how computer technology is applied in the classroom are acceptable. Educators concerned with all levels of instruction are invited to submit proposals. Accepted proposal submitters who submit a proposal on or before **Monday, April 1** will be eligible to register for the conference at the discount rate. For details on how to submit, please visit our website at <jaltcall.org/conferences/call2002/> or email <confchair@jaltcall.org> or Timothy Gutierrez at <timothygutierrez@yahoo.com>.

April 21, 2002 (for December 12-15, 2002)—***24th Annual Language Testing Research Colloquium (LTRC 2002): Language Assessment in Global Contexts***, at the Hong Kong Polytechnic University, Hong Kong SAR. Proposals are sought for research/argumentative papers, symposia, poster sessions, and research network presentations of work in progress or research being planned. The website at <engl.polyu.edu.hk/ACLAR/ltrc.htm> is quite detailed. Send electronic submissions to Liz Hamp-Lyons at <egaclar@polyu.edu.hk> or physical ones to her at ACLAR, Department of English, The Hong Kong Polytechnic University, Hung Hom, Hong Kong SAR.

Reminders—Upcoming Conferences

March 20-22, 2002—***TESOL Arabia 8th Annual International Conference 2002: Critical Reflection and Practice***, at the Abu Dhabi Hilton Hotel, Abu Dhabi, United Arab Emirates. Registration forms and much else besides can be found online at <tesolarabiaconference.org>. For inquiries, email Les Kirkham at <leslie.kirkham@hct.ac.ae> or contact Zafar Syed, Military Language Institute, PO Box 31529, Abu Dhabi, United Arab Emirates; t: 971-(0)50-6169811; f: 971-(0)2-6421307; <z.syed@mli.ac.ae>.

March 23-27, 2002—***36th International Annual IATEFL Conference***, at The University of York, UK. See the IATEFL website at <www.iatefl.org>, email <generalenquiries@iatefl.org>, or contact IATEFL; 3 Kingsdown Chambers, Whitstable, CT5 2FL, UK; t: 44-(0)-227-276-528; f: 44 (0)-227-274-415.

April 5-7, 2002—***Bilingualism & Multilingualism: The 47th Annual Conference of the International Linguistic Association***, at the downtown campus of the Osgoode Hall Law School of York University, Toronto, Canada. Conference website at <ilaword.org/ilacall2002.html>. Further contact: Johanna J. Woltjer, Conference Coordinator; 511 West 112 Street #14, New York, NY 10025-1634, USA; t: 1-212-749-3366; <ilaconf.woltjer@gte.net>.

April 6-9, 2002—***AAAL (American Association of Applied Linguistics) Annual Conference: (Re)Interpreting Applied Linguistics***, Sheraton Conference Center, Salt Lake City, Utah, USA. The conference website for this manageable, quieter, more theoretically oriented conference which immediately precedes TESOL 2002 lies at <www.mrhassoc.com/aaal2002/conferencehighlights2.htm>. Otherwise, email <aaaloffice@aaal.org> or contact the AAAL Business Office, PO Box 21686, Eagan, MN 55121-0686 USA; t: 1-952-953-0805; f: 1-952-431-8404.

April 9-13, 2002—***TESOL 2002: Language and the Human Spirit—The 36th Annual International Convention and Exposition***, in Salt Lake City, Utah, USA. Explore the website at <www.tesol.org/conv/index-conv.html> for extensive information; online preregistration is available. For more, use the online form at <www.tesol.org/global/request.html> or contact the office directly at: TESOL, 700 South Washington Street, Suite 200, Alexandria, Virginia 22314 USA; t: 1-703-836-0774 (business hours); f: 1-703-836-7864 or 703-836-6447; fax on demand: 1-800-329-4469.

"Wow, that was such a great lesson,
I really want others to try it!"

「すばらしい授業！、これを他の人にも
試してもらいたい！」

Every teacher has run a lesson which just 'worked'. So, why not share it around? The My Share Column is seeking material from creative, enthusiastic teachers for possible publication.

全ての教師は授業の実践者です。この貴重な経験をみんなで分かち合おうではありませんか。My Share Columnは創造的で、熱心な教師からの実践方法、マテリアルの投稿をお待ちしています。

For more information, please contact the editor <tlt_ms@jalt.org>

詳しくは、〈tlt_ms@jalt.org〉へご連絡ください。

Job Information Center

edited by paul daniels

To list a position in The Language Teacher, *please email <tlt_jic@jalt.org> or fax (0463-59-5365) Paul Daniels, Job Information Center. Email is preferred. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary. If you want to receive the most recent JIC listings via email, please send a blank message to <jobs@jalt.org>.*

Shiga-ken, Hikone City—The University of Shiga Prefecture is seeking a part-time native English teacher beginning April 2002 to teach two classes on Tuesday mornings—9:00-10:30 and 10:40-12:10. **Duties**: teach first-year university students with about 40 students in a class for two terms. The first term runs from April to the end of July and the second term from October to mid February. **Salary & Benefits**: 8,000 to 12,000 yen/*koma* plus transportation. **Qualifications**: MA; college teaching experience; publications and/or academic presentations; visa permitting work required/preferred. **Other**: Campus is located one hour by local train from Kyoto plus a 10-minute bus ride. **Application Materials**: Apply with CV/resume; preferably an English and a Japanese version. **Contact**: Walter Klinger; University of Shiga Prefecture, 2500 Hassaka-cho, Hikone 522-8533; t: 0749-28-8267; f: 0749-28-8480; email: <wklinger@ice.usp.ac.jp>.

Tokyo-to—The English Department at Aoyama Gakuin University is seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications**: resident of Japan with an MA in TEFL/TESOL, English literature, applied linguistics, or communications; three years university teaching experience or one year university English teaching experience with a PhD; teaching small group discussion, journal writing, and book reports; collaboration with others in curriculum revision project; publications; experience with presentations; familiarity with email. **Salary and Benefits**: comparable to other universities in the Tokyo area. **Application Materials**: apply in writing, with a self-addressed envelope, for an application form and information about the program. **Deadline**: ongoing. **Contact**: PART-TIMERS; English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366.

Tsukuba City, Ibaraki-ken—Meikei Junior High/High School is looking for a part-time native speaker English teacher to start work in April 2002. **Qualifications**: BA or BSc with some EFL experience; basic Japanese language ability preferable. **Duties**: teach 10 to 18, 45-minute classes/week; help with department events such as English plays; speech contests etc. **Salary and Benefits**: Salary is competitive and based on experience; a twice yearly bonus; a contract renewable on a yearly basis subject to performance. **Application Materials**: CV/resume; a photo; two references; a copy of degree/diploma. **Deadline**: ongoing until filled. **Contact**: Okubo Masahiko; Meikei High School, 1-1 Inarimae, Tsukuba-shi 305-0061; t: 0298-51-6611; f: 0298-51-5455; email: <okubo@meikei.ac.jp>. **Other information**: There is a compulsory interview; only applicants considered suitable for the position will be interviewed.

Web Corner

You can receive the updated JIC job listings on the 30th of each month by email at <jobs@jalt.org> and view them online on JALT's homepage (address below). Here are a variety of sites with information relevant to teaching in Japan:

1. EFL, ESL and Other Teaching Jobs in Japan at <www.jobsinjapan.com>
2. Information for those seeking university positions (not a job list) at <www.debito.org/univquestions.html>
3. ELT News at <www.eltnews.com/jobsinjapan.shtml>
4. JALT Jobs and Career Enhancement links at <www.jalt.org/jalt_e/main/careers/careers.html>
5. Teaching English in Japan: A Guide to Getting a Job at <www.wizweb.com/~susan/mainpage.html>
6. ESL Café's Job Center at <www.pacificnet.net/~sperling/jobcenter.html>
7. Ohayo Sensei at <www.wco.com/~ohayo/>
8. NACSIS (National Center for Science Information Systems' Japanese site) career information at <jrecin.jst.go.jp/>
9. The Digital Education Information Network Job Centre at <www.go-ed.com/jobs/iatefl>
10. EFL in Asia at <www.geocities.com/Tokyo/Flats/7947/eflasia.htm>
11. Jobs in Japan at <www.englishresource.com/classifieds/jobs.shtml>
12. Job information at <www.ESLworldwide.com>

Advertiser Index

Key: IFC = inside front cover, IBC = inside back cover, OBC = outside back cover

Cambridge University Press	2
Nellie's	IBC
Oxford University Press	IFC
Pearson	OBC
Seido	20

Bulletin Board

edited by Timothy Gutierrez

Contributors to the Bulletin Board are requested by the column editor to submit announcements of up to 150 words written in a paragraph format and not in abbreviated or outline form. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor. For information about more upcoming conferences and calls for papers, including the ***Pan-SIG Conference 2002*** *and* ***JALTCALL 2002****, see the Conference Calendar column.*

Call for Participation

The GALE, GILE, and PALE SIGs—are cosponsoring a conference entitled **Peace as a Global Language** to be held September 28 and 29, 2002, at Daito Bunka Kaikan (of Daito Bunka University), Nerima-ku, Tokyo. Conference themes include teaching about human rights, conflict resolution, gender issues, environmental issues, and peace. For further information please visit <kyushuelt.com/peace>, or contact the Coordinators of GALE, GILE, or PALE, or the Peace as a Global Language Conference Committee, c/o J. Nakagawa, 2-285 Isohara, Isohara-cho, Kita-Ibaraki-shi, Ibaraki-ken, 319-1541, Japan, t: 0293-43-1755, email <jane@ulis.ac.jp>.

Other Announcements

Elsevier Science—are delighted to announce a NEW journal for 2002—*Journal of English for Academic Purposes*. The *JEAP* has been created to serve the interests and needs of teachers, learners, and researchers engaged in all aspects of the study and use of English in academic (EAP) contexts. *JEAP* has received enthusiastic support from EAP researchers and practitioners around the world and has been adopted as the official journal of BALEAP, the British Association of Lecturers in English for Academic Purposes. *The Journal of English for Academic Purposes* is edited by Liz Hamp-Lyons, The Hong Kong Polytechnic University, and Ken Hyland, City University of Hong Kong, ably assisted by a distinguished International Editorial Board. For further information on this exciting new journal, subscription information and details on how to submit a paper, please visit: <www.elsevier.com/locate/jeap>.

Elsevier Science—are pleased to announce that the journal *Assessing Writing* has a new editor: Liz Hamp-Lyons, of The Hong Kong Polytechnic University. Ably assisted by a distinguished and newly internationalised editorial board, Liz Hamp-Lyons has broadened the scope of the journal to reflect the concerns of teachers, researchers, and writing assessment specialists from around the world. In recognition of the new international scope of the journal, it will now be called *Assessing Writing: An International Journal* and the first issue to incorporate these changes will come out in spring 2002. For further information on this journal, subscription information and details on how to submit a paper, please visit <www.elsevier.com/locate/asw>. Reserve your FREE sample copy of *Assessing Writing* now by sending an email to: <l.roberts@elsevier.co.uk>. Please don't forget to provide your full postal mailing address! The abstracts from each issue of *Assessing Writing* will be available free to all browsers via <www.SocSciNet.com/linguistics>.

Staff Recruitment—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit your curriculum vitae and cover letter to the Publications Board Chair; <pubchair@jalt.org>.

The Language Teacher runs Special Issues regularly throughout the year. Groups with interests in specific areas of language education are cordially invited to submit proposals, with a view to collaboratively developing material for publication. For further details, please contact the Editor.

Submissions

The editors welcome submissions of materials concerned with all aspects of language education, particularly with relevance to Japan. Materials in English should be sent in Rich Text Format by either email or post. Postal submissions must include a clearly labeled diskette and one printed copy. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくＡ４版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず１文字空け、１行２７字、横書きでお願いいたします。１頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に添い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well written, well-documented and researched articles of up to 3,000 words. Analysis and data can be quantitative and qualitative (or both). Pages should be numbered, new paragraphs indented (not tabbed), word count noted, and subheadings (**boldfaced** or *italic*) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should be sent in separate files. Send all material to Robert Long.

日本語論文です。４００字詰原稿用紙２０枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to the editor.

原稿用紙１０～１５枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Interviews. If you are interested in interviewing a well-known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは１，０００字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the My Share editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

ＪＡＬＴによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の１５日にJALT News編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、ＳＩＧＳ編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に SIGS 編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から４枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、（ｅ）文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の１５日に Chapter Reports 編集者必着です。日本語の報告は Chapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の紹介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. Email or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 20th of the month, 2 months prior to publication.

ＪＡＬＴ以外の団体による催し物などのお知らせ。JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。ＪＡＬＴ以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及び JALT は、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の20日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

求人欄です。掲載したい方は、Job Information Center/Positions 編集者にAnnouncement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。なお、求職広告不掲載が JALT Executive Board の方針です。

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For information on advertising in *TLT*, please contact the JALT Central Office: <tlt_adv@jalt.org>

Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 40 JALT chapters throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

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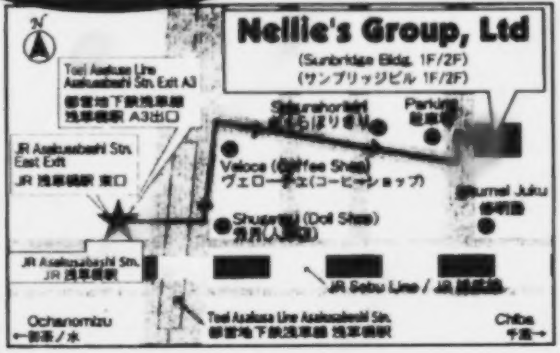
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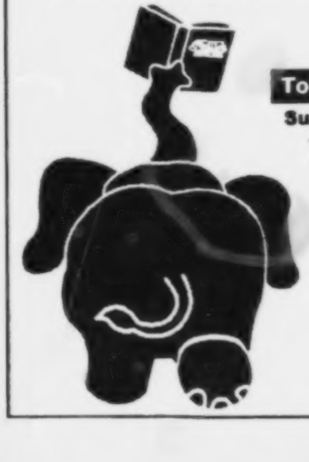

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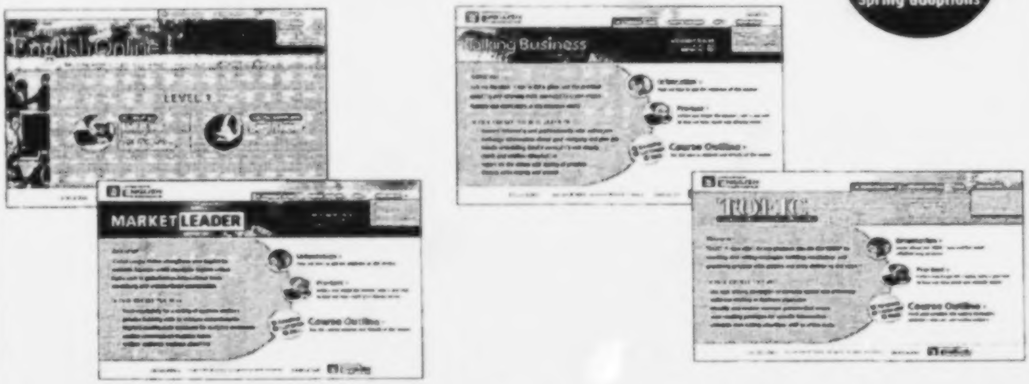

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3 **A Feasibility Study for the Application of Phonics Teaching in Junior High School English Classes in Japan**
Takeda Chiyoki

9 **A Comparison of Japanese and English Suprasegmental Pronunciation as an Aid to Raising Learner Awareness**
Jeremy Cross

15 母語の異なる２つのグループによる英語誤文の評価
—日本人学生とスペイン人学生の比較—
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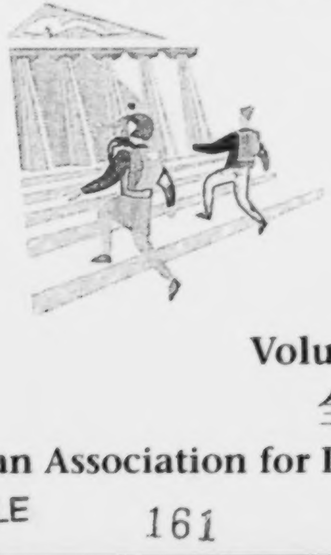

4

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It is almost impossible to find someone who doesn't like Spring. Ushering in warm weather, cherry blossoms, along with new students and classes, Spring is a time for change. Being informed and aware is the best way to make the most of any change, and so we have three featured articles for this issue. **Jeremy Cross** describes how similarities and differences in Japanese and English suprasegmental features of pronunciation should be used to raise Japanese learners' awareness. Our second article, a vocabulary analysis of English textbooks, comes from **Takeda Chiyoki** at Ehime University who argues for the teaching phonics in junior high school English classes. We also have an article in Japanese from **Umeda Hajime** who writes about EFL speakers with different language backgrounds, judging ungrammatical English sentences. We hope these articles will help to seed new ideas or fertilize the ones you already have, for our professional garden is only as colorful and interesting as you make it. If you have some ideas about a potential article, write us, and we will try to give you the guidance that you need. For those who are returning after a well-earned vacation, or are new to Japan, *The Language Teacher* team would like to welcome you. JALT is not just about publications, so don't forget to read the rest of the *Language Teacher* to learn about local chapter meetings, JALT SIGs (Special Interest Groups), and important conferences. In the meantime, enjoy the sunshine and the cherry blossoms.

Robert Long
TLT Co-Editor

春が好きではない、という人を見つけることは難しいことでしょう。暖かくなると桜が咲き、新しい学生と出会い、そして新しいクラスが始まります。そう、春は変化の時なのです。どのような変化でも最大限に活用することが最良の方法だということはよく知られています。そこで、今月号では次の三つの論文を紹介したいと思います。

Jeremy Crossは、日本語と英語の発音における超分節的特徴の違いが、どのように日本人学習者のアウエアネスを向上させるかについて記述しています。英語教科書の語彙分析を扱った二つ目の論文では、愛媛大学の武田千代城が中学校の英語クラスにおけるフォニックスの指導について議論しています。梅田肇の日本語論文では、異なった母語背景を持つEFL話者の非文法英語文についての判断について記述しています。

私たちは、これらの記事が、読者の皆さんの新しいイデアの誕生のきっかけに、又は既にお持ちのものをさらに素晴しいものにする手助けになれば、と期待しております。なぜなら、私たちがお送りするものも、きっと皆さんのものと同じように色とりどりで、興味深いものであると考えるからです。もし、あなたに記事になりそうなアイデアがあるなら、ぜひ、記事をお書きください。私たちはあなたが必要とするものを提供いたします。休暇からお戻りになった方、そして、日本が初めてという方も、The Language Teacherのチームは歓迎いたします。JALTは出版物だけではありません。

The Language Teacherのそれぞれの地方支部や分野別研究会や年次大会についての記事も読むことをお忘れまく。そして、春の陽光とお花見もお忘れなく。

contents

features

3 A Feasibility Study for the Application of Phonics Teaching in Junior High School English Classes in Japan
9 A Comparison of Japanese and English Suprasegmental Pronunciation as an Aid to Raising Learner Awareness
15 母語の異なる２つのグループによる英語誤文の評価—日本人学生とスペイン人学生の比較—

a chapter in your life

19 Two Upcoming Conferences: Interested in Attending?

my share

22 The Chat: Collaborative Student-Centered Focus on Form and Fluency
23 Peer Grading as a Form of Motivation
24 Shadow Talking Warm-Ups

departments

26 Book Reviews
27 Recently Received
28 SIG News
29 SIG Contacts
29 Chapter Reports
32 Chapter Meetings
33 Chapter Contacts
34 Conference Calendar
36 Job Information Center
37 Bulletin Board
38 Submissions
39 Staff List
37 Advertiser Index

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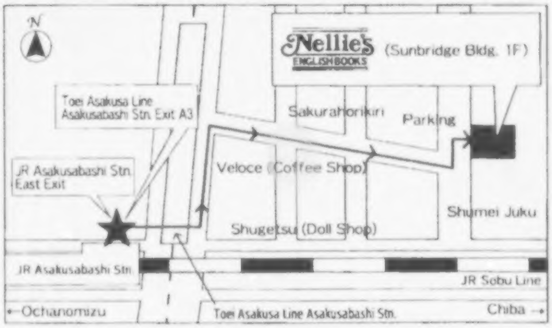
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Takeda Chiyoki
Ehime University

A Feasibility Study for the Application of Phonics Teaching in Junior High School English Classes in Japan

日本の教育現場におけるフォニックス指導の有効性を実証し、その指導に必要なフォニックスルールを選定するために、中学校の英語教科書の単語分析が本研究において実施された。その結果、教科書の全単語の７５．０％、また文部科学省が定めた必修語の７１．８％がフォニックスのルール通りに読めることが分かった。さらに、つづりと音の関係はその８７．９％が規則的であることも分かり、指導に必要な最重要ルールを絞り出すことができた。

One of the main reasons why many Japanese students lose interest in studying English from the introductory stage is that they simply cannot read; i.e., they cannot connect the letters of the alphabet with their sounds. This is the first important hurdle to be overcome, and it is actually the source of most of the failure which students experience during their first three years of English learning (Inagaki, 1988, pp. 18-19; Nakajima, 1995, p. 69; Teshima, 1995, pp. 12-13). Phonics can be effective in solving this problem because it clarifies letter-sound relationships, as it is a teaching method for reading based upon the correspondences between spellings and sounds. Significant benefits can be obtained from the proper introduction of phonics instruction into English classes in junior high schools in Japan.

However, in order to verify the benefits of teaching phonics, it is first necessary to analyze the vocabulary found in textbooks and determine how many words can be read completely with phonics rules. This is particularly important because irregularly spelled items are among everyday words or the most frequently used vocabulary in English (Crystal, 1990, p. 69), and Japanese junior high school students are thus required to learn them. In 1988, Monbusho, the Ministry of Education (now known as Monbukagakusho), stipulated 507 minimum essential words needed for basic conversation as "compulsory" words for Japanese students (Monbusho, 1988, pp. 116-122). The more regularly words are spelled, the more significant phonics teaching becomes. It is also important to determine which phonics rules are applied most frequently in textbooks in order to assess which rules should be taught in class.

Two extensive vocabulary analyses support the importance of phonics instruction in Japan in this regard. The first, by Nazumi Kimiko in 1995, is a study of all words (about 1000 in total) that junior high school students learn in *New Horizon English Course 1-3* (Asano, 1992), a commonly used English textbook in Japan. She analyzed vocabulary items in terms of three separate sets of phonics rules devised by Morinaga (1983), Magono (1983), and Takebayashi (1988). Nazumi concluded that adopting a phonics method was justified because the percentage of letter-sound regularity of single consonants and vowels was more than 90%.

The second study, by Nago Tomoko in 1998, analyzed vowel usage in the 540 words that 1st year students in junior high learn in *New Crown English 1* (Morizumi, 1997), another major textbook used in Japan. She evaluated vocabulary items in terms of combined sets of phonics rules devised by Matsuka (1981) and Heilman (1998). The frequencies with which each rule was applied correctly were totaled, and the percentage of the regularity of all the rules was then calculated. Her results concluded that the percentage of spelling-sound regularity was 82.5%. She estimated that the percentage would be more than 90% if the frequencies of consonants were added to this total and concluded that the belief that there are many cases in which phonics rules do not apply is unfounded.

However, neither researcher attempted to determine how many words could be read completely with phonics rules—they simply tried to determine how regularly each rule was used. In other words, for each separate phonics rule, they examined the number of times the rule was used regularly, compared with the number of times it was used irregularly. For example, with the rule that *ch* has the sound used in the word *church*, the alternative sound of *ch* used in the word *school* is the exception to the rule. According to Nazumi's analysis of the use of *ch*, its ratio was 34 to 3; therefore, the percentage of spelling-sound consistency was 91.9%. Both researchers theorized that the more regularly rules are applied, and the fewer the exceptions, the more valid and effective the phonics instruction will be.

The studies by Nazumi and Nago are rules-oriented and focus on individual letter-sound relationships. Although their data help justify the teaching of phonics, it is more important to emphasize the whole word and consider how often a word in its entirety can be read with phonics rules. This is because even if only one part of a word cannot be read with a rule, the word cannot be read as a whole. Thus, it is necessary to know how many words can be read completely with the help of phonics rules. In addition, it is important to note that although the results of these two analyses serve as a valuable source of reference, they are not directly applicable to this investigation because the textbooks used were different; therefore, the percentage of spelling-sound regularity and the frequency of phonics rules applicability will differ. The purpose of this paper is to demonstrate the validity of phonics instruction for Japanese EFL students and establish which rules should be taught by analyzing the vocabulary in specified textbooks used in Japan in accordance with the following main goals: (1) to determine the percentage of words which can be read completely by phonics rules, (2) to calculate the percentage of spelling-sound regularity in a similar manner to Nazumi's and Nago's studies, and (3) to determine which rules are applied most consistently.

Method

Materials

The following investigation examines all of the vocabulary items contained in *One World English Course 1-3* (Sasaki, 1993), one of five major English textbooks in Japan. All 1007 words that 1st, 2nd, and 3rd year students study—except for proper nouns and abbreviations—are analyzed in terms of 78 phonics rules under seven headings. Matsuka's phonics rules (1981, 1993) are applied to this vocabulary analysis because she is the leading expert on phonics research and its practice in Japan.

Procedures

Firstly, each vocabulary item in student textbooks was examined in terms of the above phonics rules in order to determine if they are applied regularly, and if they are applied to the whole word. After all the items had been analyzed, the percentage of words which can be read completely with phonics rules was calculated. In the next stage, the number of cases in which the rule is applied regularly, compared with those in which it is applied irregularly, was determined. Then the percentage of the regularity of all the rules was calculated. Lastly, based on the frequency of each rule's application, the key rules for phonics teaching were arrived at.

Analyses

Each word was analyzed according to the answers obtained from the following four questions:

- Does it belong to the list of compulsory words or not?
- Which phonics rules are applied regularly?
- Which phonics rules are applied irregularly?
- Can the word be read entirely with phonics rules?

Tables 1 and 2 show how the word analysis was conducted in this study. Table 1 is a sample of the 1007-word list. Each word was looked at in relation to phonics rules, which are displayed in Table 2. For example, the word *about* in Table 1 belongs to Monbusho's list of compulsory words, so it is marked with a ○ in the "compulsory words" column. Next, *about* is broken down in terms of each of the phonics rules applied regularly. In the third column, "rules applied regularly," we find that *about* receives a "[1]," following the rule "phonics alphabet" (about: b =/b/, t = /t/); a "[7] - ④" (the [7] indicates the "other rules" section and the ④ indicates the initial schwa sound—about: a = /ə/); and a "[5] - ③," indicating the "vowel digraphs" section (about). Because *about* follows all of the phonics rule

Table 1

Vocabulary items	Compulsory words	Rules applied regularly	Rules applied irregularly	Read entirely with rules
a	○	[7] - ④		○
able		[1], [2] - ①		○
about	○	[1], [7] - ④, [5] - ③		○
acid		[1], [7] - ②		○
across	○	[1], [7] - ④, [7] - ⑤		○
afraid		[1], [3] - ①, [7] - ④		○
after	○	[1], [6] - ④		○
afternoon	○	[1], [6] - ④, [5] - ⑥		○
again	○	[1], [7] - ④, [3] - ①		○
ago	○	[1], [7] - ④	[1]	
ah		[7] - ⑤	[1]	
ahead		[1], [7] - ④	[3] - ④	
air		[6] - ⑨		○
air conditioner		[6] - ⑨, [1], [6] - ④, [7] - ④	[1]	
album		[1], [7] - ④		○
all	○	[5] - ⑧		○
almost		[5] - ⑧, [1]	[1]	
along		[1], [7] - ④		○
alphabet		[1], [4] - ⑥, [7] - ④		○
already	○	[1], [5] - ⑧	[3] - ④	
also	○	[1], [5] - ⑧	[1]	
always	○	[1], [5] - ⑧, [3] - ②, [7] - ①		○
am	○	[1]		○
American		[1], [7] - ④		○
among	○	[1], [7] - ④	[1]	
an	○	[1]		○
ancient		[1], [7] - ④	[1]	
and	○	[1]		○
angry		[1]		○
animal	○	[1], [7] - ④		○
another	○	[1], [7] - ④, [4] - ⑤, [6] - ④	[1]	
answer	○	[1], [6] - ④, [7] - ⑤		○
any	○	[1]	[1]	
anyone	○	[1]	[1], [2] - ④	
anything	○	[1], [4] - ④	[1]	
anywhere		[1], [4] - ③, [7] - ⑥	[1], [6] - ④	
apartment		[1], [6] - ①, [7] - ④		○
April	○	[1]	[1]	
are	○		[6] - ⑩	
arm		[6] - ①, [1]		○
army		[6] - ①, [1]		○
around		[1], [5] - ③, [7] - ④		○
arrive	○	[1], [2] - ④, [7] - ⑤, [7] - ④		○
as	○	[1], [7] - ①		○
ask	○	[1]		○
astronaut		[1], [5] - ①, [7] - ④		○
at	○	[1]		○
ate		[1], [2] - ①		○
atomic		[1], [7] - ④		○
audience		[1], [5] - ①, [7] - ②, [7] - ⑥, [7] - ④		○
August	○	[1], [5] - ①, [7] - ④		○
aunt	○	[1]	[5] - ①	
away	○	[1], [7] - ④, [3] - ②		○

Table 2

List of Rules

[1] Phonics Alphabet: The most representative sound of each letter of the alphabet.
a = /æ/ (apple), b = /b/ (bear), c = /k/ (cow), d = /d/ (dog), e = /e/ (egg),
f = /f/ (fish), g = /g/ (goat), h = /h/ (hat), i = /i/ (ink), j = /dʒ/ (jet),
k = /k/ (king), l = /l/ (lion), m = /m/ (man), n = /n/ (nest), o = /ɔ/ (oil),
p = /p/ (pig), q = /k/ (queen), r = /r/ (rabbit), s = /s/ (sun), t = /t/ (tiger),
u = /ʌ/ (uncle), v = /v/ (violin), w = /w/ (witch), x = /ks/ (fox), y = /j/ (yard),
z = /z/ (zebra)

[2] Magic E: When a word ends with the letter "e", the vowel just before it is read with its alphabet name, and the letter "e" at the end is soundless.
① a - e = (make) ② e - e = (eve) ③ i - e = (kite) ④ o - e = (note)
⑤ u - e = (cute)

[3] Polite Vowels: When two vowels sit together, the first one is read with its alphabet name and the second one is soundless.
① ai = (pain) ② ay = (day) ③ ee = (meet) ④ ea = (eat)
⑤ ey = (key) ⑥ ie = (tie) ⑦ oe = (toe) ⑧ oa = (boat)
⑨ ow = (window) ⑩ ui = (fruit) ⑪ ue = (blue)

[4] Consonant Digraphs: Combinations of two consecutive consonants which represent a single sound.
① ch = (lunch) ② sh = (ship) ③ wh = (what) ④ th = (think)
⑤ th = (these) ⑥ ph = (phone) ⑦ ck = (rock)

[5] Vowel Digraphs: Combinations of two consecutive vowels which represent a single sound.
① au = (autumn) ② aw = (draw) ③ ou = (about) ④ ow = (now)
⑤ oo = (book) ⑥ oo = (pool) ⑦ ew = (news) ⑧ all, al = (ball, salt)

[6] Vowels with "R": Combinations of vowels with the letter "r" which represent a blended sound as if someone were growling.
① ar = (far) ② or = (horse) ③ war = (warm) ④ er = (her)
⑤ ir = (girl) ⑥ ur = (nurse) ⑦ or = (world) ⑧ ar = (dollar)
⑨ air = (pair) ⑩ are = (care) ⑪ ear = (near) ⑫ eer = (deer)
⑬ ire = (fire) ⑭ our = (sour) ⑮ ore = (more)

[7] Other Rules
① s = /z/ (busy)
② c = /s/ (city)
③ g = /dʒ/ (gym)
④ a, e, i, o, u = /ə/ (about, often, lion, beautiful) [the schwa sound]
⑤ Consonants not sounded (know, night, class, etc.)
⑥ Silent E (mouse)

requirements, it receives a ○ under the "read entirely with rules" column of the table.

Alternately, the word *ahead* is not one of Monbusho's compulsory words, so it does not receive a ○. Again, since the rules "[1]" and "[7] - ④" are applied regularly in this case, it is labeled as such in the "rules applied regularly" section. Since the rule "[3] - ④" (ea = eat) is applied irregularly in this case, it is recorded in the "rules applied irregularly" section. Consequently, because *ahead* cannot be read entirely with phonics rules, it does not receive a ○ in the "read entirely with rules" column.

Each of the 1007 words used in this analysis was graphed in this manner, to determine the percentages discussed in the results section below. For the complete analysis of all 1007 words, please contact the author at <chiyoki@3ai.ne.jp>.

Results

The results of the analysis have been calculated from the data obtained from the previously discussed word list:

1) In terms of the percentage of words which can be read completely by phonics rules:

75.0% of the total number of vocabulary items used in the *One World English Course 1-3* were found to fall into this category. This percentage was calculated by calculating the number of words indicated by a ○ under the "read entirely with rules" column (755 out of 1007). It was also found that 71.8% of Monbusho's compulsory words in these same textbooks (364 out of 507 words) can be read completely with phonics rules.

2) In terms of the percentage of spelling-sound regularity:

Based upon the columns "rules applied regularly" and "rules applied irregularly," the frequency chart in Table 3 was tabulated. For example, this chart indicates that under the rule "a-e: make" in the "Magic E" section, there were 46 cases that followed the necessary criteria, while there was 1 irregularity found. All cases that fall within these phonics rules were then calculated, and out of 763 cases in which the phonics rules were applied, 671 applications were found to be regular, or 87.9 % of the total.[1]

3) In terms of the rules which should be taught in class:

Based upon the data in Table 3, the minimum essential phonics rules that should be taught were determined according to the criteria; i.e., a rule is considered necessary if it is applied regularly to vocabulary items at least five times, as long as the applications outnumber the exceptions. For example, if we look at the rule "ear = near" in the "Vowels with 'R'" section of Table 3, there are nine exceptions to six regular applications. For this reason, the letter combination "ear" is not included in the rules list below. The following rules were selected as the most important:

Phonics Alphabet (a - z)

Magic E (a-e, e-e, i-e, o-e, u-e)

Polite Vowels (ai, ay, ee, ea, ow = /ou/)

Consonant Digraphs (ch, sh, wh, th = /θ/, th = /ð/, ph, ck)

Vowel Digraphs (au, ou, ow = /au/, oo = /u/, oo = /u:/, ew, all/al)

Vowels with "R" (ar, or = /ɔ:r/, er, ir, ur, or = /ə:r/, air)

Table 3

List of the Frequency of Each Rule's Regular and Irregular Application

Note: The numbers represent the frequencies of the rules' applications: those without parentheses indicate cases in which the rules are applied regularly, while those within parentheses indicate cases in which the rules are applied irregularly.

Magic E
46 (1) a - e 5 (0) e - e 35 (3) i - e 22 (17) o - e
6 (0) u - e

Polite Vowels
14 (1) ai 30 (0) ay 31 (0) ee 30 (13) ea 2 (2) ey
3 (4) ie 0 (1) oe 1 (2) oa 14 (0) ow = /ou/
1 (3) ui 2 (0) ue

Consonant Digraphs
32 (2) ch 22 (0) sh 13 (0) wh 38 (0) th = /θ/
26 (0) th = /ð/ 7 (0) ph 14 (0) ck

Vowel Digraphs
6 (2) au 4 (0) aw 16 (13) ou 9 (0) ow = /au/
17 (2) oo = /u/ 14 (0) oo = /u:/ 6 (1) ew 15 (2) all, al

Vowels with "R"
22 (0) ar = /a:r/ 22 (0) or = /ɔ:r/ 3 (0) war
85 (6) er 12 (0) ir 11 (1) ur 10 (0) or = /ə:r/
4 (0) ar = /ə:r/ 5 (0) air 1 (1) are 6 (9) ear
0 (0) eer 2 (0) ire 4 (6) our 3 (0) ore

Conclusion

In English L2 education in Japan, instruction on proper pronunciation and the direct reading of English words and passages has long been neglected. As a result, students are forced to memorize large vocabulary lists by rote which discourages them from learning English, and they have to rely on *katakana* pronunciation which creates counter-productive speaking habits which are extremely difficult to break. Phonics instruction is effective in solving these problems because through this kind of teaching, students develop the ability to read and pronounce English properly by connecting the letters of the alphabet with their sounds. Phonics instruction should be applied as soon as possible to English classes in Japan in order to stop the mass production of so-called "dropout" students of English, as those who receive phonics instruction will develop a strong foundation to build on as they face the many challenges of their ongoing English studies. This analysis shows that 75.0% of the complete textbook vocabulary items and 71.8% of Monbusho's compulsory words can be read entirely by applying phonics rules. In addition, the percentage of spelling-sound regularity is 87.9%. Based upon the results of this word analysis, it is obvious that phonics instruction is justified and valuable at the junior high school level in Japan. It is hoped that this feasibility study will have made a significant contribution to the realization of this goal.

Note

[1] The phonics alphabet and other rules are not involved in this percentage. The number of applications of the phonics alphabet are too numerous to count. Of all the textbook words, only 35 can be read without applying any of

the phonics alphabet rules (3.5%). In addition, there are 137 words which can be read entirely by applying only phonics alphabet rules (13.6%). As for "other rules," they are applied 485 times in total, with no exceptions (100%). Therefore, it is obvious that the precise percentage of spelling-sound regularity is more than 90%.

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A Comparison of Japanese and English Suprasegmental Pronunciation as an Aid to Raising Learner Awareness

本論文では，コミュニケーション能力の習得において不可欠な要素である，発音の超分節特徴（suprasegmental features）を取り上げる。教師と学習者は，英語のみならず学習者のL1（日本語）においても，これらの特徴に対する認識を培う必要がある。本論文の目標は（a)日本語および英語における超分節特徴を比較すること，(b)確認された類似点および相違点が，英語の発音の超分節特徴に対する日本人学習者の認識を喚起するためにはどのように活用され得るかを説明すること、の2点である。

The emphasis of pronunciation teaching has generally been on the accurate articulation of an inventory of vowels and consonants, that is, the segmental aspects of language (Dalton & Seidlhofer, 1994). Unfortunately, this approach may underestimate the true nature of pronunciation and, as Celce-Murcia, Brinton, and Goodwin maintain, "a learner's command of segmental features is less critical to communicative competence than a command of suprasegmental features" (1996, p. 131). While recognizing that segmental and suprasegmental features operate in unison with each other, this paper focuses on suprasegmentals of pronunciation and encompasses (a) a comparison of these features in English and Japanese, and (b) a description of how the similarities and differences thus identified might be used to raise Japanese learners' awareness of this aspect of English pronunciation. The accents used as models for discussion in this paper are "BBC" pronunciation (Roach, 2000) for English and standard Japanese (Martin 1992), Tokyo dialect.

Suprasegmental Features

There appears to be a general consensus among scholars (Clark & Yallop, 1995; Cruttenden, 2001) that suprasegmentals are those features that operate above and beyond the level of individual sounds, consonants, and vowels. Suprasegmental features are also referred to as *prosodic features* (Clark & Yallop, 1995) and *prosody* (Cruttenden, 2001).

The major suprasegmental features are stress, rhythm, and intonation (Jenkins, 1998; Roach, 2000) and these features are shaped by the dynamic patterns of pitch, duration, and loudness (Clark & Yallop, 1995). Furthermore, these patterns are superimposed on and influenced by less dynamic voice quality settings (Pennington & Richards, 1986).

Voice Quality Settings

Voice quality settings refer to the long-term articulatory postures of a speaker which determine the overall pattern of suprasegmental features that characterize the voice of the speaker and the accent of the speaker's particular language (Esling & Wong, 1983). Voice quality settings will differ in pitch range (Dalton & Seidlhofer, 1994) and "in tension, in tongue shape, in pressure of the articulators, in

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lip and cheek and jaw posture and movement" (O'Connor, 1973, p. 289).

English settings

A broad model of English voice quality settings might include features such as loosely closed jaws, lips and jaws which move little, relaxed cheeks (Thornbury, 1993), a nasal voice, and a palatalised tongue body position (Esling & Wong, 1983). Kenworthy (1987) states there is little overall difference in voice quality settings between males and females and notes that both genders utilize high overall pitch when expressing politeness.

Japanese settings

Japanese speakers also generally utilize minimal lip and jaw movement (Thompson, 1987). Japanese male voice quality settings include a lowered larynx and uvularization with lip spreading (Esling & Wong, 1983) resulting in a deep rumble or a hoarse or husky sound (Pennington & Richards, 1986). In contrast, Japanese females are apt to be breathy (Celce-Murcia et al., 1996) and distinctly more nasalized and high-pitched than Japanese males (Kristof, quoted in Chan 1997). Recent research indicates that the pitch of female voices has begun to lower. It has been suggested that this change is connected with the increased economic and political influence of Japanese women (O'Neil, 2000).

Raising awareness of voice quality settings

Thornbury (1993) presents tasks designed to promote awareness that could be employed with Japanese learners, such as using recordings of a task performed by a Japanese speaker of English and a native speaker to note similar and different characteristics, followed by a discussion of these characteristics. Jones and Evans (1995) suggest tasks that focus learners on English voice quality settings in various contexts in order to increase confidence and improve learner self-image when speaking English.

Voice quality settings often differentiate individuals according to social status in both Japanese and English. Although Japanese women are generally able to access the higher pitch range expressing deference or politeness in English, Japanese males often find this setting to be feminine (Loveday, 1981). Another problem for Japanese males is that their voice quality settings often make them sound monotonic in English. Encouraging Japanese males to use suitable phrases, gestures and facial expressions may compensate for both these problems related to low pitch level (Kenworthy, 1987).

Stress, Rhythm, and Connected Speech

English stress

English is a stress accent language, where stress refers to the way in which pitch, duration, and loudness combine to give certain syllables greater prominence than others (Roach, 2000). Of the three dimensions, pitch and duration are the most salient determinants of stress, with loudness playing a less significant role (Clark & Yallop, 1995).

Stress functions at both the word level as *word stress* and at the sentence level as *sentence stress*. There are three levels of word stress: primary stress, secondary stress, and unstressed. Most unstressed syllables contain /ɪ/ or the neutral schwa vowel /ə/ (Swan, 1995). Furthermore, schwa is the most frequent sound in English and occurs in almost every word that is longer than two syllables (Kenworthy, 1987). Another feature of word stress in English is that it nearly always falls on a specific syllable of any particular word (Cruttenden, 2001). Kenworthy (1987) provides a useful summary of English word stress rules.

Not all words receive the same amount of stress at the sentence level in English. As Celce-Murcia et al. (1996) propose, *content words*—words that carry information, such as verbs, nouns, and adjectives—are usually stressed, whereas *function words*—words that indicate grammatical relationships, including articles, auxiliary verbs, and prepositions—are typically unstressed.

Japanese accent

Japanese is a pitch accent language in which all syllables maintain the same perceived duration whether or not they are accented (Takeuchi, 1999). Furthermore, there is no discrimination between word or sentence level stress in Japanese.

According to Kindaichi (1978), Takeuchi (1999), and Tsujimura (2000), the main characteristics of Japanese pitch accent are as follows:

- It is composed of two levels—the high and the low. However, Japanese pitch accent is only a vital factor in identifying approximately 9% of Japanese homophones (such as *hashi*), and the majority of Japanese words in modern dictionaries are shown as unaccented (Takeuchi, 1999). In the examples below, the accent mark (′) represents the last syllable before a fall in pitch (Kindaichi, 1978):

háshi ga	chopsticks	High Low Low (first syllable accented)
hashí ga	bridge	Low High Low (second syllable accented)
hashi ga	edge	Low High High (unaccented)

- Pitch patterns are very limited in number. For example, there are only four possible pitch patterns for four syllable words: *kámakiri* (a mantis), *aságao* (a morning glory), *karakása* (an umbrella), and *monosashi* (a foot rule) (Kindaichi 1978, p. 120).

- The location of the accent is not always predictable.
- General rules for accent placement apply to several lexical categories. For example, in English loan words the accent is placed on the third from last syllable as in *dórama* (drama) and *mayonéezu* (mayonnaise) (Takeuchi, 1999).

Raising awareness of stress

The very limited parallels between Japanese accent and English stress mean that English stress patterns have to be deliberately learnt and practiced (Thompson, 1987). However, Japanese learners respond well to clear explanations, such as with the presentation of word stress rules, which may be followed by categorization activities aimed at highlighting lexical tendencies (e.g. classifying words as a verb or a noun—for example, record—according to stress pattern), and stress pattern games (see Hancock, 1996).

Raising learners' awareness of the high occurrence of schwa is a priority and this may be achieved through consistently eliciting word stress and schwa, appropriate modeling, choral and individual drilling. According to Thompson (1987), another area that Japanese learners have problems with is English loan words, due to the accent usually being placed on the third-to-last syllable of such words. This accent pattern often leads to mispronunciation that may be overcome with time and effort by employing those measures mentioned with regard to word stress and schwa.

Rhythm

English Rhythm

English is generally considered to have a stress-timed rhythm that is essentially created by the combination of word and sentence stress (Celce-Murcia et al., 1996). However, there is no firm evidence for the existence of stress-timed regular rhythm in English (Marks, 1999; McCarthy, 1991; Roach, 2000) and it may be "no more than a convenient fiction for the classroom" (Jenkins, 1998, p.123).

Connected speech

In connected speech, content words maintain some level of prominence throughout (Cruttenden, 2001). However, as Roach (2000) mentions, function words have two forms—a strong form (in particular situations or when uttered in isolation) and a weak form (which is the more usual, unstressed form):

She can play better than I can.	
/kən/	/kæn/
weak form	strong form

I'm from Italy. Where are you from?	
/frəm/	/from/
weak form	strong form

In order to facilitate the relative regularity of English rhythm in connected speech, other adjustments need to be made (Celce-Murcia et al., 1996).

assimilation		
green marble	/griːmmɑːbl/	/n/ assimilates to /m/
elision		
next week	/nekswiːk/	/t/ elided between /ks/ and /w/

linking
/r/
I saw *it*.
/aɪsɔːrɪt/

(For further details see Dalton & Seidlhofer, 1994; Kelly, 2000; Kenworthy, 1987)

Japanese rhythm

Japanese is considered to be a syllable-timed language because all syllables are pronounced with equal duration. There is no strong pattern of stress, and rhythm "is a function of the number of syllables in a given phrase, not the number of stressed elements" (Celce-Murcia et al., 1996, p.153).

In Japanese, modifications in connected speech are apparent in both function and content words (Tsujimura, 2000):

Kuru no nara	*Kuru n nara*	if it is that you come
Shiranai	*Shi n nai*	don't know
Atarimae	*Atarimee*	of course

However, these alterations have little to do with maintaining rhythm as they do in English, as the syllable count and syllable duration in Japanese always remain consistent regardless of the adjustments described. Rather, they occur as a result of an increase in articulation rate or the use of casual speech (Tsujimura, 2000).

Raising awareness of stress-timed rhythm

In general, most Japanese learners have an awareness of English stress and are relatively good at recognizing and repeating the rhythmical patterns of English at a slower tempo. However, incorporating features of connected speech when repeating utterances at a more natural rate causes considerable difficulties. Therefore, remedial awareness-raising activities need to be provided, including the use of phonemic transcripts to highlight features of connected speech, clear modeling of voice quality settings, emphasizing rhythm by clapping on stressed syllables in contrast to unstressed syllables, and teaching ideas built around strongly rhythmical material such as nursery rhymes, limericks, songs, and jazz chants (see Laroy, 1995; Means, 1998). In addition, Kelly (2000, pp.116-121) provides sample lessons focusing on weak forms, assimilation, elision, and linking.

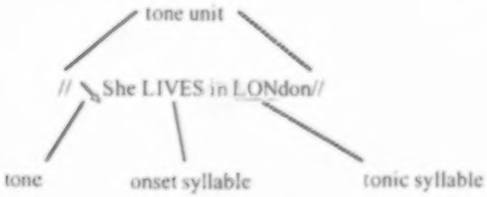
Intonation

Intonation describes the way different kinds of meaning are conveyed in discourse through the use of pitch patterns (Dalton & Seidlhofer, 1994; Roach, 2000).

English intonation

There are four central elements of English intonation: (a) tone units—one or more in each utterance; (b) tones—the main movement of pitch in a tone unit; (c) tonic syllables—prominent syllables where the main pitch movement occurs; and (d) onset syllables—syllables which establish a constant pitch (or key)[1] up to the tonic syllable (Brazil, 1997). These elements are indicated using conventional notation in Figure 1.

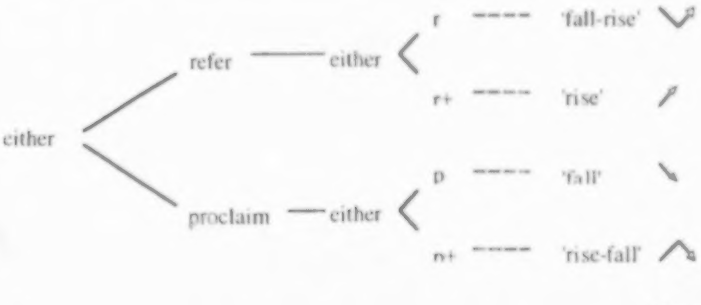
Figure 1. Elements of English intonation (Kelly, 2000)



There is generally one tonic syllable in one tone unit (Roach, 2000) and this usually signals new information (Celce-Murcia et al., 1996) and typically occurs in the last lexical item of a tone unit (Kelly, 2000). Celce-Murcia et al. (1996) suggest the use of emphasis or contrast in discourse, and situational context plays a significant role in determining the tonic syllable in a given tone unit.

Brazil (1997) identifies five possible tones in discourse—a level tone, two proclaiming tones, and two referring tones. Proclaiming tones are used by the speaker to (a) express information believed to be new, (b) add something to the discussion, or (c) ask for new information. In contrast, referring tones are used when the speaker refers to shared information (Kelly, 2000). The two alternatives speakers may choose for each type are shown in Figure 2 with the tones *r* and *p* being more frequent than *r+* and *p+*.

Figure 2. Intonation tones (Dalton & Seidlhofer, 1994, p. 62)



Japanese intonation

Japanese intonation has much shorter and less exaggerated peaks than English (Celce-Murcia et al., 1996); its pitch level transitions appear to be more abrupt (Kenworthy, 1987). It does not highlight new or shared information, and many of the attitudinal patterns expressed through intonation in English are done so in Japanese using adverbials and particles (Thompson, 1987). Basically there are only two tones—rising for questions or falling for statements (Tsujimura, 2000), and these tones are usually restricted to the last syllable of an utterance (Martin, 1992).

Raising awareness of intonation

Whereas the link between certain grammatical structures and intonation patterns is helpful to a degree, intonation is probably "best dealt with in clear contexts...with ample opportunity for both receptive and productive work" (Kelly, 2000, p.106). For Japanese learners, transcripts and audio or visual recordings of authentic spoken discourse could be used to provide opportunities for comparison, prediction, and perception—in context—of tone patterns and tonic syllables (particularly in the use of emphasis and contrast, as these are often inhibited due to Japanese social custom norms). Bradford (2000), Levis (2001) and Roberts (1983) suggest employing techniques such as memorizing and acting out dialogues, performing drills applied in different contexts with a range of emotions and attitudes, and opportunities for freer practice through role-plays or simulations. Furthermore, a useful method to utilize is hyper-pronunciation, where learners are encouraged to deliberately exaggerate intonation patterns (Todaka, quoted in Celce-Murcia et al., 1996).

Conclusion

Suprasegmental pronunciation is of significant communicative importance in discourse. For teachers of English in Japan, one way to raise learner awareness of suprasegmental features of pronunciation may be through the recognition and comparison of these aspects in English and Japanese in order to highlight similarities or to emphasize differences that will require greater attention. It is apparent that Japanese has few suprasegmental similarities with English. Nonetheless, one key similarity is in the area of intonation, and this provides a useful point of reference. With regard to the numerous differences, it is worthwhile prioritising them according to teachability, learnability and their influence on intelligibility (Jenkins, 1998). In short, this paper has attempted to illustrate that an analysis of the similarities and differences between English and Japanese pronunciation is a useful, and perhaps necessary, starting point for gaining a better understanding of those suprasegmentals of English which require particular attention.

Note

1. A high key may be used for contrast, a mid key for addition, and a low key for natural follow-on (Coulthard, 1985).

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Further Reading

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http://www.ntu.edu.au/education/langs/jpn/intro/intro4.htm
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母語の異なる２つのグループによる英語誤文の評価

―日本人学生とスペイン人学生の比較―

梅田 肇
鈴鹿国際大学

The purpose of this research is twofold: (a) to examine if there is some difference in judging ungrammatical English sentences between Japanese EFL students and their Spanish counterparts; and (b) to clarify what is important when non-native speakers of English, whose mother tongues are different from each other, attempt to communicate in EFL. In order to conduct this research, a questionnaire that has five English sentences, each of which includes three ungrammatical variations, was given to 95 Japanese university students and 136 Spanish university students. The data were then collected and analyzed. The results show that each student group evaluated ungrammatical English sentences differently overall, although some minor similarities were observed. It implies that EFL speakers from different language backgrounds should be able to understand English language structure well enough to avoid communication breakdown amongst themselves.

I. はじめに

この研究の目的は、日本人学生とスペイン人学生の、誤りを含む英文に対する評価に差異が見られるか否かを調査し、英語による―とりわけ英語非母語話者間での―コミュニケーション活動を円滑に行なうための方策を探ることにある。

ここ数年、インターネットの普及に代表されるＩＴ（情報技術）の長足の進歩に伴って、より多くの人々が英語に触れる環境が形成されてきている。このような状況下では、お互いに異なる言語を母語とする人達の間でコミュニケーションを図ろうとする場合、共通の言語として英語を使用する機会もより多くなるであろう。そして、この際の意思疎通に支障を来すことのないよう、英語の構造（文法）を正しく認識していることが求められるであろう。

このような社会的背景を踏まえ、ひとつの英文について非文法的文を３つ用意して、共に英語を外国語として学習する、日本人学生とスペイン人学生に評価してもらった。なお、アンケート上の英文は全部で１０個用意したが、今回は、疑問詞を伴う疑問文、ｔｏ不定詞を含む文、それに命令文の、計５つの文に限って考察する。

II. 先行研究

金谷・高梨（1978）は、wh-疑問文の誤文について、米国人大学生にとって、最も理解しやすい誤文はThey study English when?のように、疑問詞が文末に置かれる文（このような文は、echo question=問い返し疑問文、と呼ばれる）であり、日本人英語教師には、When they study English?が最も理解しやすい文である、と結んでいる。

Fayer and Krasinski (1987) は、ESL学生の録音した英語文を、英語母語話者と非母語話者に評価させた。その結果、前者の方が後者よりも、非文法的文に対する評価が寛大になる、との結果を得た。

同様のリサーチとして、Matsunaga and Caprio (1989) がある。英語の誤りを含む文の評価は、母語話者の方が、非母語話者よりも高い。さらに、教師の方が、教師でない者よりも高い、と報告している。

また、Ludwig (1982) は、ESL 学習者の書いた英文を評価する際の傾向について言及し、母語話者の評価は、ESL 学習者が伝えたい内容に重点を置くのに対して、非母語話者は、文法の正確さに重点を置く傾向がある、と述べている。

Suenobu, Kanzaki, and Yamane (1987) は、日本人大学生の英語による発話を録音し、その中に含まれる誤りを５つに分類(omission, addition, tense, word order, vocabulary) して、母語話者（米国人）に、その正確な意味を判定させた。その結果、７９．８パーセントのintelligibility（理解度）を得たとして、英語非母語話者の教員に、文法の正確さに固執するのではなく、コミュニケーション重視の授業運営を心がけるべきである、と主張している。

III. 調査

1. 仮説

それぞれの母語が異なることも考慮すると、日本人学生(Japanese Students=JSs)と、スペイン人学生(Spanish Students=SSs)との２グループ間の英文評価には差がある。

2. 方法

アンケートを作製し、被験者に配付して回答してもらった（アンケートの指示文は付録1を参照）。

3. 実施時期

JSs=2000年4月
SSs=2000年2月

4. 被験者

JSs 95名（鈴鹿国際大学・国際学部に在籍する1年生60名、2年生35名）

SSs 136 名（スペイン・バレンシア工芸大学[1] =Universidad Politecnica de Valencia で情報科学を専攻する1年生132 名、2年生2名、3年生2名）

5. 調査に使用した英文の出典（中学校検定教科書）

疑問詞を伴う疑問文、to 不定詞を含む文、および命令文は、以下の中学校英語教科書より引用した。これらの英文が日常生活で頻繁に使われ得るものと判断したためである[2]。

(1) *Total English 1*（秀文出版）
(2) *Sunshine 2*（開隆堂）
(3) *Columbus English Course 2*（光村図書）
(4) *New Horizon 2*（東京書籍）
(5) *Sunshine 1*（開隆堂）

IV. 結果と考察

統計的にはカイ2乗 (Chi-square=χ^2) 検定を用いた。有意水準は5パーセントで、自由度 (df) が2であるから、値が 5.991476 よりも大きければ、仮説の正しいことが証明されたことになる（アンケートの項目と回答結果は付録2を参照）。

分析の結果、全体としては仮説は正しいと言えるであろう。文(1)と文(3)については、両グループ間に相関性（有意な関係）は全く認められない。文(4)と文(5)には1つずつ、文(2)については2つ相関性が認められる。以下、もう少し詳細に考察を進めてみることにする。

1. 疑問詞を伴う疑問文——文(1)と文(2)

1b と 2c に注目すると、共に疑問詞（句）が文の最後に置かれている。II の先行研究で述べたように、このような文は echo question（問い返し疑問文）と呼ばれる。そして、JSs グループと SSs グループ共に、echo question に対する評価が低いことがわかる。2c を最も重大な誤りとして選んだ JSs は 66 名(69%)、SSs は111 名(82%)で、両グループ間には相関性が認められる。また、1b を同様に選んだ者は、JSs 68 名(72%)、SSs 110 名(81%)で、このχ^2値(6.04)は、相関性を認める数値にはわずかに及ばないものの、両グループには、疑問詞（句）を文末に置く非文法的文を重大な誤りとして評価するという、共通の傾向が見受けられるようである。

日本人が、米国人に比べて、echo question に対してより厳しい評価を行なうことは、梅田(1994) とUmeda (1995) のリサーチでも報告されている。

ところで、スペイン語で人の年齢を問う場合、即ち文(1)をスペイン語訳した場合、

(1s) ¿Cuántos años tiene tu hermano?

と、なり、下線で示した動詞tiene（原形はtener）の最も一般的な英語訳は have である。1b, 1c それぞれの誤文の中に、is の代わりに have (has) を用いていたら、異なる結果が得られたのであろうか。今後の研究課題としたい。

2. to 不定詞を含む文——文(2)と文(3)

文(2)と文(3)は、それぞれto不定詞を含む。誤文2bと 3a は、いずれも動詞（文(2)は play, 文(3)は see）の前に置かれるべき前置詞 to が欠落している。この 2b と 3a には、両グループ間の相関性は見られない。しかしながら、2b に関しては SSs 116 名(85%)が、3a に関しては、98 名(72%)が最も軽い誤りとして選んでいる。この2つの誤文を 高く評価する傾向は、JSs にも見られる（2b=76 名、80%; 3a=61 名、64%）が、割合で言うと、両誤文共に SSs の方が多い。これは、スペイン語で文(2)および文(3)と同様の表現をする場合、前置詞を伴わない原形不定詞構文が使われるからであろう。即ち、文(2)と文(3)をスペイン語訳すると

(2s) ¿Qué deporte te gusta practicar?

(3s) ¿Quieres ver el video?

と、なり、下線で示した動詞（この文脈ではpracticarは英語のplay、verはseeに相当する）は、原形不定詞となる。

なお、2a には両グループ間に相関性が認められる。SSs で 2a を最も軽い誤りとして評価している者は 13 名(10%)しかおらず、同じ選択をした JSs も14 名(15%)であった。両グループ共に、主語が欠落した誤文を高くは評価していないことがわかる。χ^2の数値は相関性を認めるにはいたらないものの、3c にも同様の傾向が見受けられるようである。

3. 命令文——文(4)と文(5)

4b と 5c に、それぞれ両グループ間の相関性が認められる。4b は、間接目的語の me が文頭に置かれていて、JSs は 87 名(92%)が、SSs は 113 名(83%)が、それぞれ最も重大な誤りである、と評価している。英語の言語構造を考えれば、もっともな結果であろう。

日本語と同様、スペイン語にも目的語が動詞の前に置かれるケースがある。目的語が人称代名詞の場合である。例えば、

(J) それを私に見せてください。

このスペイン語訳は、

(S) Me lo presentas, por favor.

である[3]。下線で示した目的語（me=「私に」、lo=「それを」）が、動詞（日本語文の「見せる」、スペイン語文のpresentas、原形はpresentar）に先んじて置かれている。しかし、スペイン語では、目的語が人称代名詞の時は、動詞の前にも後ろにも置かれる可能性があるのに対して、普通名詞の場合は動詞の後に置かれる。したがって、普通名詞の目的語を含む文(4)のスペイン語訳は、

(4s) Preséntame tu pasaporte, por favor.

となる。動詞presentaの後に間接目的語meが付き、さらにその後に直接目的語のtu pasaporte (your passport)が続くのである。この文法の規則は、目的語は常に動詞の前に置かれる日本語のそれとは異なる。また、

(4s') Me presentas tu pasaporte, por favor.

とも言い換えることができる。この場合meは前掲の文(S)と同様に動詞の前に置かれる。対照的に、tu pasaporteは(4s)と同じく動詞の後に続く。このように、SSs による 4b の評価が低かったのは、目的語が普通名詞であるにもかかわらず、動詞の前に置かれているため、と推測できるのである。

また、相関性は認められなかったものの、4c については、SSs の 123 名(90%)が最も軽い誤りである、と評価したのに対し、JSs は

32 名 (34%) しか同等に評価していない。IV-2でも述べたように、ここでも前置詞 toの誤用に関して、SSs の方が JSs よりも寛容な傾向が見受けられる。JSsの62名(65%)が4aを高く評価しているのは、この非文が日本語訳の語順と類似しているからであろう。

5c (Doesn'tから始まる否定命令文の非文法的文) を最も重大な誤りと評価したJSsとSSsは、それぞれ46名(48%)と75名(55%)で、この割合は、5b (Don'tの後ろの動詞sitに-sが付く否定命令文の非文法的文) を同様に選んだ割合 (JSs=20名、21%; SSs=37名、27%) よりも高い。両グループの学生共に、英語の否定命令文はDon'tから始まるということを、最重要視した上での回答結果であろう。また、5a を 87 名 (64%) の SSs が高く評価しているのは、スペイン語の否定命令文も、英語と同じスペルの No から始まるからであろう。

V. おわりに

日本人学生とスペイン人学生の、誤りを含む英文に対する評価について述べてきた。リサーチに使用した英文の数が限られており、両グループの学生の専攻や英語能力も異なる。これらの条件を考慮に入れる必要は言うまでもないが、誤文の総数 15 個のうち、11 個に両グループ間の差異が見られることから、全体的には、両グループ間の英文評価には差がある、と言えるであろう。

21 世紀の社会では、インターネットをはじめとする情報メディアの発達によって、より多くの人々が否応なしに英語に触れる機会が今後ますます増加するであろう。同時にこれは、母語がそれぞれ異なる人と人との間で、外国語としての英語を用いてコミュニケーション活動を行なうケースが増えるということでもある。英語を情報伝達のツールとして見た場合、最も大切なことは、情報が相手に「どこまで正しく通じるか」ということである。そして、お互いに十分な意思の疎通をはかるためには、TPO に合わせて、でき得る限り適切な英語表現で相手とやりとりのできる能力を身に付けていることが必要不可欠になるであろう。そして、これを根底から支える「英語力」の柱のひとつが、英語の構造（文法）の正しい認識と理解、ということになるのではないか。英語母語話者と非母語話者が英語でコミュニケーションをする場合、非母語話者の誤用を母語話者が認識することにより、大きなミス・コミュニケーションには至らないケースも考えられよう。しかし、英語非母語話者同士で、とりわけそれぞれの母語が異なれば、英語の誤用が思いもよらぬ重大さで、コミュニケーションに支障をもたらす場合も考えられるのである。この点に関連して、IIで挙げたSuenobu et al. の研究結果を、英語非母語話者の立場からすれば、肯定的に受け止めることができない可能性もある。即ち、英語の構造を理解していなければ、コミュニケーション活動自体に支障が生ずる危険性がある、ということである。英語を駆使して、様々な分野の活動に従事している人達は、このことを常に念頭に置いておく必要があるだろう。

今後は、どの程度まで英語の構造を理解していれば、コミュニケーションを円滑に図ることができるのか、いくつかのコミュニケーション活動を難易度別に設定した上で、調査研究してみたいと思う。

註

1) バレンシア工芸大学と鈴鹿国際大学は姉妹提携校である。

2) (2)と(5)から引用した文には、アンケートで使用するために、若干の修正を施した。

3) Presèntamelo, por favor.とも言うことができる。なお、本文中に提示したスペイン語の命令文は、全て２人称単数形を用いている。

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この小論の執筆にあたり、スペイン・バレンシア工芸大学 Universidad Politecnica de Valencia のクリスティナ・ペレス言語学部長には、同大学学生へのアンケート調査実施にご協力いただいた。また、同アンケートのスペイン語の指示文作成の際には牛田千鶴先生（鈴鹿国際大学）に、統計的手法に関して上藤一郎先生（鈴鹿国際大学）に、それぞれお世話になった。ここに記して深く感謝の意を表したい。加えて、貴重なアドバイスをしていただいた査読担当の先生方にも、厚く御礼を申し上げます。

付録 1

アンケートの指示文

（日本人学生用）このアンケートにある、各組の最初の文は正しい英文ですが、それに続く a, b, c の文は、意味的には最初の正しい文と同じになることを意図しているものの、誤りを含んでいます。それぞれの組の a, b, c の中で、正しい文と比較して、最も軽い誤りと思われるものに「1」、その次に軽い誤りと思われるものに「2」、最も著しい誤りと思われるものに「3」を、a,b,c 各文の左側にある下線部に記入してください（スペイン人学生用の指示文は、同じ内容をスペイン語で表記した)。

付録 2

アンケートの項目と回答結果

（カッコ内はパーセンテージ、χ^2値は、小数点以下第３位を四捨五入、χ^2値の後の＊は、両グループ間に有意な関係＝相関性のあることを示す）

(1) How old is your brother?

	1	2	3	χ^2-T Value
1a. How old your brother?				
(JSs)	44 (46)	40 (42)	11 (12)	33.01
(SSs)	17 (13)	96 (71)	23 (17)	
1b. Your brother is how old?				
(JSs)	10 (11)	17 (18)	68 (72)	6.04
(SSs)	4 (3)	22 (16)	110 (81)	
1c. How old your brother is?				
(JSs)	41 (43)	38 (40)	16 (17)	45.29
(SSs)	115 (85)	18 (13)	3 (2)	

(2) What sports do you like to play?

	1	2	3	χ^2-T Value
2a. What sports do like to play?				
(JSs)	14 (15)	60 (63)	21 (22)	2.94*
(SSs)	13 (10)	100 (74)	23 (17)	
2b. What sports do you like play?				
(JSs)	76 (80)	11 (12)	8 (8)	6.55
(SSs)	116 (85)	18 (13)	2 (1)	
2c. You like to play what sports?				
(JSs)	5 (5)	24 (25)	66 (69)	5.53*
(SSs)	7 (5)	18 (13)	111 (82)	

(3) Do you want to see the videotape?

	1	2	3	χ^2-T Value
3a. Do you want see the videotape?				
(JSs)	61 (64)	15 (16)	19 (20)	12.84
(SSs)	98 (72)	31 (23)	7 (5)	
3b. The videotape you want to see?				
(JSs)	11 (12)	38 (40)	46 (48)	22.03
(SSs)	5 (4)	25 (18)	106 (78)	
3c. Want to see the videotape?				
(JSs)	23 (24)	42 (44)	30 (32)	7.51
(SSs)	33 (24)	80 (59)	23 (17)	

(4) Show me your passport, please.

	1	2	3	χ^2-T Value
4a. Your passport show me, please.				
(JSs)	62 (65)	32 (34)	1 (1)	86.76
(SSs)	11 (8)	107 (79)	18 (13)	
4b. Me your passport show, please.				
(JSs)	1 (1)	7 (7)	87 (92)	3.55*
(SSs)	2 (1)	21 (15)	113 (83)	
4c. Show to me your passport, please.				
(JSs)	32 (34)	56 (59)	7 (7)	85.16
(SSs)	123 (90)	8 (6)	5 (4)	

(5) Don't sit here.

	1	2	3	χ^2-T Value
5a. No sit here.				
(JSs)	35 (37)	31 (33)	29 (31)	16.52
(SSs)	87 (64)	25 (18)	24 (18)	
5b. Don't sits here.				
(JSs)	45 (47)	30 (32)	20 (21)	11.71
(SSs)	35 (26)	64 (47)	37 (27)	
5c. Doesn't sit here.				
(JSs)	15 (16)	34 (36)	46 (48)	1.85*
(SSs)	14 (10)	47 (35)	75 (55)	

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A Chapter in Your Life

edited by joyce cunningham & miyao mariko

Mark your calendar and plan on two fascinating conferences this semester. FEELTA and JALTCALL2002 are both waiting for you! The coeditors warmly invite contributions in English, Japanese, or a combination of both.

Two Upcoming Conferences: Interested in attending?

Come to FEELTA4 in Blagoveschensk, Russia, June 24-26.

FEELTA, the Russian Far Eastern English Language Teachers' Association, will hold its 4th international conference from June 24th to 26th, at Amur National University in Blagoveshchensk. It promises to be an exciting opportunity for language teachers from throughout the Far East to learn from each other.

FEELTA has held conferences every two years since 1996. Before that time, a conference organized by a professional association of language teachers was unheard of in the region. With a lot of dedication, limited resources, and boundless energy, Conference Chair Maria Lebedko and her team put together a world-class conference in Vladivostok on their first attempt. Since then, the organization has grown and each subsequent conference has introduced innovations and improvements.

For Russian teachers, the biennial conference offers a rare opportunity to meet with colleagues from around this far-flung region of Russia and discuss matters of professional interest, as well as networking with professionals from abroad. For teachers attending from outside Russia, it offers a fascinating window on language teaching in an area of the world that has been closed to us for many years.

The location of the conference alternates between Vladivostok and Blagoveshchensk, the host city of this year's conference, west of Khabarovsk on the Amur River, close to the border with China. Access is by plane to Khabarovsk (from Niigata, or via Vladivostok, from Toyama) and then an overnight ride on the Trans-Siberian Railway.

The theme is Quality in Language Teaching. Papers, workshops, and poster sessions will be held on a range of areas including English in the Pacific Rim, Business English, Teaching Literature, CALL, Interpreting and Translation, and Teacher Development.

Over 300 language teachers are expected to attend. As FEELTA is now a member of PAC, the Asian regional grouping of language teaching associations, it is expected that a number of teachers from Korea, Thailand, Taiwan, and Japan will also come.

What awaits them (and you) is a warm welcome, a feast of scholarship, opportunities to interact with fellow professionals, a full social programme, and a chance to explore a new part of the world.

So welcome to FEELTA4 in Blagoveshchensk.

For more details, contact Stephen Ryan (FEELTA representative to Asia) at <RX1S-RYAN@asahi-net.or.jp> or t/f: 0726-24-2793.

Reported by Stephen M. Ryan

Come to Hiroshima for JALTCALL 2002: Local Decisions, Global Effects

The JALT CALL SIG invites you to participate in its 7th Annual International Conference, JALTCALL 2002: Local Decisions, Global Effects, to be held at Hiroshima Jogakuin University on Sat 18—Sun 19 May, 2002 (with special events on May 17 and 20). Themes explored in conference presentations—online, poster, and traditional—will be the global effects of teacher, student, and administrative decisions concerning CALL and their influence on intercultural understanding, environmental and social change, and personal transformation and growth.

At Pre-Conference Workshops, participants will learn how to put video lessons on websites (Brian Teaman) or use the English-learning software available at Hiroshima University's new multimedia facility (Joseph Lauer). The workshops are FREE to registrants of the weekend conference, but only for a limited number of participants. Apply in advance using the delegate registration form at: <jaltcall.org/conferences/call2002/reg/delegate-e.html>. An opportunity for casual interaction will be provided by a pre-conference lunch (only 780 yen/vegetarian option available) on May 17 at the Cotton Club Restaurant. Conference fees are 5,500 yen for one day or 9,000 yen for two days, with discounts available to JALT/ JACET members and students.

As more and more schools are introducing technology into the classroom, this conference will provide participants an opportunity to network with individuals who might be farther along in dealing with these issues and offer suggestions and innovative ways to teach and learn. For assistance on any matters related to the conference, please email the conference chair at <confchair@jaltcall.org>.

If you are not a member of the JALTCALL SIG, please consider joining and enjoy the many benefits: a subscription to the quarterly newsletter C@LLING JAPAN, discounts at JALTCALL sponsored events, and preferential prices/complimentary copies of JALTCALL publications. Contact our membership chair at <jtomei@kumagaku.ac.jp>.

To find out more about the conference and for information on traveling to Hiroshima and cultural or entertainment events you can enjoy while there, go to <jaltcall.org/conferences/call2002/>.

On behalf of the conference team
Conference Co-Chairs, Timothy Gutierrez,
Fujishima Naomi, & Iwai Chiaki

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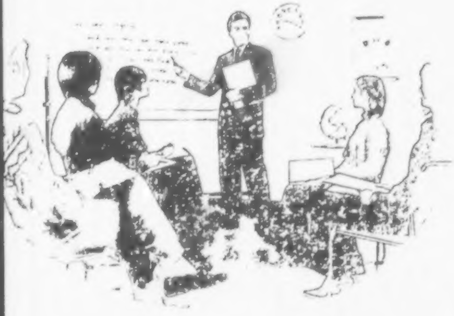

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The Chat: Collaborative Student-Centered Focus on Form and Fluency

Brad Deacon,
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Quick Guide
Key Words: Speaking
Learner English Level: All levels
Learner Maturity Level: Youth to adult
Preparation Time: None
Activity Time: 5 to 20 minutes or more
Materials Needed: None

Imagine the following dialogue taking place with a small group:

Teacher: So, Kenji you said you went to the movies last weekend.
Kenji: Yes.
Teacher: Great. Tell me about it.
Kenji: Very enjoy time.
Teacher: What did Kenji say? (Gesturing to another student who restates Kenji's sentence. The teacher then writes it on the board). Let's look at this sentence.
Student 1: He means "Had enjoyable time." (The others consider this answer).
Kenji: Ah hah, I had a very enjoyable time.
Teacher: Does that sound right everyone? (The group nods in agreement). OK, now what are some other ways to say, *I had an enjoyable time*?
Student 2: Great time!
Student 1: Super time!
Kenji: Very, very enjoyable time! (Everyone laughs, the conversation resumes, and is paused again later to focus on another point).

You may have noticed that the teacher accepted most of the responsibility for guiding the above dialogue. The students assumed various roles including listening, speaking, and correcting the language. The topic, or starting point, was personally relevant and is probably not unlike many conversations in your own classes. However, where this conversation may be different is when the teacher pauses the dialogue, and turns the language back to the group who accept responsibility for noticing their language and taking steps towards correction.

What is the Chat?

The Chat is a freer conversation activity that is paused periodically by the teacher for the group to recall and focus on various aspects of their language output. For instance, the group might rephrase language to make it more grammatically correct (e.g., Yesterday I *go* shopping. → *went*), or build vocabulary in a substitution drill (e.g., I'm *fine thank you.* → *great, OK, terrible*), or concentrate on pronunciation. Essentially, shifting from fluency to aspects of form is left to whatever the teacher feels is necessary in order to focus the learners' attention on developing their language ability. The activity presupposes that student-generated language is a good starting point, access to correct language is necessary, and the group is able to self-correct in most cases. The teacher actively listens to student responses ("So you. . .") to show interest and understanding, acts as a language model, and assists the learners to maintain the flow of communication. In addition, the teacher draws attention to areas of output that need refinement, but corrects the language only if students prove unable to do so on their own.

Why use the Chat?

Many students desire freer practice using topics that connect to their lives and the world. At the same time, many express frustration at not being able to adequately share what is on their mind at the time of need (e.g., when a willing audience is immediately in front of them). They recognize their desire for fluency and their need for accuracy. I imagine teachers also enjoy discovering more about their students' worlds. An element of linguistic focus is also desirable in order to help our learners continually develop more native-like ability. Thus, the Chat serves the dual purpose of allowing students to share topics that are personal, relevant, and motivating while increasing their ability to direct focused attention and accept greater responsibility for noticing and reshaping their language.

When do I use the Chat?

I have used this activity most successfully with small company classes and privately arranged groups. Usually I conduct the Chat for about 10 minutes at the beginning of class, but it is useful in the middle and end of class as well. In larger university groups, I have used it at the beginning of class with the most enthusiastic learners who arrive early. I have also used it with success in smaller groups within large classes while the other students engage in different tasks.

Suggestions for getting started

In general, the feedback for this activity has been very positive. If you'd like to try it in your classes, the following points will help you get started.

1. Begin with a simple opening question such as, "What did you do on the weekend?" (You can choose questions for future Chats to fit various grammar and topical functions and/or use student suggestions).
2. Accept most of the responsibility for guiding the conversation and make the students aware of what you'll be doing in the activity.
3. As a general rule I suggest pausing infrequently at first and then more regularly as you tune to the engagement and interest level of your learners.
4. Active listen to (repeat in a way that shows understanding) their responses and reformulate their language correctly to give access to correct language for the group.
5. Write a sentence or two that students recall for the group to refine.

Although the Chat is ideal for small groups, you can also use the first five minutes of larger classes for a chat with your super *genki* learners.

Note: Thanks to Jack Millet at the School for International Training in Brattleboro, Vermont for first introducing me to the idea of the Chat.

Peer Grading as a Form of Motivation

Patrick T. Dougherty,
Himeji City Board of Education
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—

Quick Guide

Key Words: Motivation, peer grading, journals, oral quizzes, presentations
Learner English Level: Low and intermediate
Learner Maturity Level: Junior high school and above
Preparation Time: 10 minutes
Activity Time: Varies according to the size of groups
Materials Needed: Grading sheets (optional)

Background

As an exchange teacher coming into an ongoing program at the mid-year point in August, I inherited two classroom activities that were growing stale for the students in terms of both motivation and enthusiasm. The two activities were oral quizzes given on dialogues for each unit in the regular first grade English curriculum and journal entries required of the first through third grade English Majors course. My solution in both cases was to move the task of reviewing and grading these activities from the teacher to the students by way of two peer grading activities.

Procedure for dialogue quizzes

1. Create a simple five question grading sheet with the following questions: 1) Was it loud? 2) Was it clear? 3) Did they say all the words? 4) Did they NOT need help? 5) Were they confident?
2. Explain that each *yes* is worth one point and each *no* is worth zero making a possible total of five points. These specific questions were generated by examining the problems that my students had with reciting dialogues under classroom conditions.
3. Explain to the students that they will be divided into dialogue teams and each team will be required to both conduct a dialogue and listen to and grade another dialogue team's dialogue presentation.
4. Give several examples of "good" and "bad" dialogues and model the grading procedure to insure the success of this peer grading technique.

Procedure for journal entries

Create a simple grading sheet with the following questions: 1) Is the journal entry the correct length? 2) Is the journal entry grammatically correct? 3) Is every word in the journal entry spelled correctly? 4) Is the journal entry organized and neat? 5) Does the journal entry have pictures or art?

In this case, a *yes* scores four points and a *no* scores zero. The total score for journal entries is twenty points. As with the dialogue quiz score sheets, the questions were generated from firsthand experience in the classroom. The lack of gradation between four and zero may seem a little harsh; however, this is a powerful stimulus for students to include all the required components into their journal entries.

Benefits

The immediate benefit for the first graders and their dialogue quizzes was a simple increase in the energy level exhibited in the room. Something novel was being introduced and students responded positively to the novelty of peer grading. Second, students listened more intently to the taped dialogues and the teacher rendition of the dialogues, even asking that the tape be replayed for clarification of the pronunciation of individual words or phrases. This had not taken place before outside of a few cases with highly self-motivated students. Students were even reading ahead in the units in order to practice the dialogues.

Regarding the journal entries, the number of journals that were prepared and ready for submission on the due date rose dramatically. In the eight journal assignments given since implementing the peer grading program, the number of journals being submitted on time has risen from an average of seven to nine per 20 student class to an average of 17 to18 per class per assignment. The quality of the work has improved markedly as well. I still routinely collect the assignments after peer grading sessions and peruse the journal entries.

Conclusion
Peer grading is one methodology that can increase student enthusiasm or motivation to engage in learning activities. I have found it valuable in reviving student interest and diligence in preparing both oral quizzes and journal entries.

Shadow Talking Warm-Ups

John Small, *Kumamoto Gakuen University*
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Quick Guide

Key Words: Shadowing, repetition
Learner English Level: All
Learner Maturity Level: Middle school through adult
Preparation Time: 10-15 minutes per shadow talk
Activity Time: 20-25 minutes
Materials Needed: None

I often open classes with an anecdote from my life. This seems to provide a relaxed, personal activity that isn't particularly bothered by latecomers. But how many are listening, let alone understanding? Shadow talking exercises answer these questions and make the anecdote not only the perfect warm-up, but also a great all-around exercise.

Tim Murphey (2000) explains three kinds of shadow talking:

1) Complete shadowing: Teacher (or another speaker) pauses after language chunks that are manageable for students to comprehend and repeat. Students repeat everything they hear, out loud, exactly as they hear it.

2) Partial shadowing: Students repeat key words. They might make grammatical changes, for example, partner A says, "I play guitar. . ." can be shadowed by partner B as, "You play guitar. . .," perhaps in a softer voice. Alternatively, the speaker doesn't pause and the other student repeats what they can, such as the end of each sentence. Murphey (1998) also refers to this as *echoing*.

3) Silent shadowing: Students silently repeat in their heads, as much as they are able.

For my warm-up activity, I first ask students to do complete shadowing. Hearing students repeat serves several purposes:

1. It shows me how much they understand.
2. It's a reminder to shadow talk (subsequently silently) throughout the class.
3. Repeating forces students to listen carefully.
4. Students learn from the repetition.
5. It's good practice for natural pronunciation and intonation.
6. Students become aware of grammatical structures when they later summarize my talk.

Procedure
Step 1: Shadow Talk the Story
First, write a topic with several key vocabulary words on the board. Alternatively, only write the vocabulary and have students guess the topic. One exercise that I use early in the semester is My Hometown. Pre-teach the related vocabulary: population, location, climate, famous people, famous products, and famous sites. Then talk about your hometown adjusting the length, speed, and difficulty to the level of the class. Students repeat exactly what they hear. If they don't understand or aren't listening—and this is fairly easy to see—repeat or simplify.

Step 2: Summarizing
Before students summarize the talk, do a brief sample summary (which they don't vocally shadow), restating the narrative as you expect them to summarize: "John was born in a small town in NY state. . ." Each partner then summarizes the narrative. The summaries can be shadowed or partially shadowed as well.

Step 3: Student Talks
Students by this time have heard and spoken the story a couple of times. Using the six related vocabulary items as starters, they then tell their partner about their own hometowns. Because of the structure and repetition, students who would normally struggle when asked to talk about their hometown can successfully participate and do a lot of talking.

Step 4: Topics and Variations
If your anecdote is amusing or funny, this is even better. Topics such as my most embarrassing mo-

ment, my greatest success, and my scariest moment, all work well. These can also be told as split stories: Tell it up to the key point (What was that big black creature moving along the wall of my bedroom?) then stop, perhaps clowning as if you can't recall. Students predict and then tell their own scary story in the same manner. When I think students have heard enough about my life, I do shadow quizzes, generally about simple geography facts. This incorporates worthwhile learning into the exercise. (Try to find one single student who knows the capital of Canada, let alone its province!) For higher level classes I do news quizzes which they summarize then try to answer with a partner; I also invite students to try to stump the class with their own recent news story question. For lower level classes, I use a repetitive sentence pattern: "In high school, sometimes I took the bus. Sometimes I took my bike. Sometimes I took my mom's car. The bus ride took 20 minutes. . ." Once, confounded by the lack of success of a university class, I simply changed the emphasis of one positive-thinking sentence: "I can speak English. I can speak English. I can speak. . ." For a summer review, I made a cassette tape of all the semester's shadow talks and had the media center make copies for students.

Step 5: Conclusion

Remind students that although they are repeating, they should not be parrots. They should think about what they're repeating. They can attend to meaning, grammatical structures, particular vocabulary, or pronunciation. Shadow talking warm-ups force students to listen carefully, learn from repetition, and gives them structure and ideas for speaking.

References

Murphey, T. (1998). *Language hungry*. Tokyo: Macmillan Language House.

Murphey, T. (2000). Shadowing & summarizing. National Foreign Language Resource Center. <www.LLL.hawaii.edu/nflrc/>.

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Book Reviews

edited by amanda obrien

Projects from the University Classroom. Keith Ford and Eamon McCafferty (Eds.). JALT College and University Educators Special Interest Group, 2001. pp. 158. ¥2,500. ISBN: 4-9900370-8-X.

At the JALT conference in Kitakyushu, we stopped by the stand of the JALT College and University Educators Special Interest Group (CUE SIG) and picked up a copy of their new publication, *Projects from the University Classroom*. This book appears at a timely moment, just as many universities begin to address society's and student language needs more closely by integrating project work into the curriculum. For example, in our university, we are using projects such as poster presentation sessions to link the specific language needs of technical students to their sphere of specialization. As the introduction of this book notes, a focus on student needs "is something that is rarely achieved by the 'one-size-fits-all' textbooks." Projects also fit in with contemporary trends in EFL since they promote "cooperative rather than individual learning, and experiential rather than purely intellectual activity" and offer an opportunity to "explore interesting content as the carrier of L2 learning."

This book contains five projects: "Interactive Peer Presentations," "Using Film: A Thematic Exploration of Dead Poets Society," "Debating English," "Exploring Controversial Topics," "Analyzing and Creating TV Commercials," and "Raising Awareness of Gender Issues." The range of topics is wide: At least one will appeal to most teachers. Each project is designed to cover ten lessons and consists of comprehensive photocopiable materials for the students and clear explanatory notes for the instructor.

There are some terrific ideas, and obviously a huge amount of work has gone into the creation of this book. Classroom and homework assignments are well thought out, and the practical classroom experience of the editors is clear in the use of standard activities throughout all the projects such as "Discussion Preparation." The level of difficulty of all the projects is also similar, probably suitable for intermediate-level learners in Japan. The progress of learning tasks leading up to the final product in each project is well organized and is sure to provide a rich learning process. This makes the book particularly suitable for teachers who do not have much time for lesson preparation, but are interested in moving away from coursebooks and gaining the benefits of project work. The work for every lesson is clearly described and very little extra preparation would be required.

One problem with long projects of this nature is that many teachers may be unable or reluctant to spend an entire semester on a single project. Although each project contains a variety of activities, using these projects requires strong commitment to one primary idea over a period of as long as one semester. The highly structured lesson plans would need to be extensively customized to fit a shorter period. However, even if the projects are not used in their current form, this book still provides good examples of how projects can be realized in the university classroom and by providing many excellent activities and ideas they may inspire you to develop your own successful projects.

Reviewed by Brian Cullen and John Morris
Nagoya Institute of Technology

Clockwise, Elementary. Heather Potten and Jonathan Potten. Oxford: Oxford University Press, 2001. Student text: pp. 111. ¥1,990. ISBN: 0-19-434096-1. Teacher's Book: ¥1,800. ISBN: 0-19-434097-X. Teacher's Resource Book: pp. 79. ¥3,500. Cassettes: ¥3,000. ISBN: 0-19-434098-8.

Clockwise, Pre-intermediate. Bruce McGowen and Vic Richardson. Oxford: Oxford University Press, 2000. Student text: pp. 111. ¥1,990. ISBN: 0-19-434074-0. Teacher's Book: ¥1,800. ISBN: 0-19-434075-9. Teacher's Resource Book: pp. 80. ¥3,500. Cassettes: ¥3,000. ISBN: 0-19-434087-2.

As the back cover of *Clockwise* states, the goals of this series are to "develop fluency, refresh key grammar areas, and extend active vocabulary." In general, this series manages to be effective and enjoyable in meeting its stated goals, and I could comfortably recommend *Clockwise* to those looking for a multi-skills textbook for a general English course.

The Elementary and Pre-intermediate levels of *Clockwise* are generally organized in a similar way. Each unit begins with a statement of the unit's aims and an introductory activity, followed by practice of target language, and concluding with a speaking activity called "Speak Out." Within this framework there is some variation. For example, some units include pronunciation work, and the pre-intermediate book alternately focuses units on grammar, situational/survival functions, vocabulary, and listening/speaking. Since the units in *Clockwise* are designed to stand alone, teachers are not locked into doing the units in order and can omit units as they deem necessary.

While many of the topics and activities in *Clockwise* are not that different from those found in other textbooks, there are some features that set *Clockwise* apart. These include "Against the clock" activities, the treatment of vocabulary, a "Practice" section, and the Teacher's Resource Pack.

In "Against the clock" activities, students are asked to complete some task within a given time frame. For example, in a unit on traveling in the pre-intermediate book, students make a list of everything they packed the last time they took a trip. Then, working in pairs for three minutes, student A asks student B "Why did you take ___?" and student B answers (p. 21). Although I liked the idea of timed tasks because I thought they might vary the pace of lessons and keep students on task, the success of these activities varied. In classes where the students were motivated English majors, "Against the clock" was popular—students seemed to enjoy the challenge of racing against time. However, in required, non-English major classes, "Against the clock" was less successful. These students seemed to regard "Against the clock" activities as "Time to chat with my friends" activities.

Another feature of *Clockwise* that I appreciated was its treatment of vocabulary. As Lewis (1997) points out in *Implementing the Lexical Approach*, it is important to not teach vocabulary as singular, independent words, but to introduce collocations, chunks, and contexts with new vocabulary. *Clockwise* does this rather well. For example, in a unit in the pre-intermediate book about using the telephone, learners are not simply introduced to words like "message," they learn chunks like "Could I leave a message?" (p. 27-29). This is in keeping with current knowledge about vocabulary teaching and with *Clockwise*'s stated goal of "extending active vocabulary." Furthermore, the series does occasionally make standard topics fresh by giving students new ways to talk about them. For instance, in talking about likes and dislikes, students are introduced to the chunk "___ person," as in "Are you a dog person or a cat person?" (Pre-intermediate book, p. 7) My students had never encountered this common, but not commonly taught, expression and it made the topic come alive for them.

Finally, like most teachers, I spend a lot of time creating supplementary worksheets and activities. Therefore, I appreciated the "Practice" section of the student book and the Teacher's Resource Pack. The "Practice" section contains additional exercises for each unit, and I found these exercises useful both as homework and as review activities. The Teacher's Resource Pack contains the type of fun activities that teachers usually have to seek out in a variety of supplemental books. Including these activities within the *Clockwise* series saves the teacher considerable preparation time.

In conclusion, if you are looking for a multi-skills textbook to use in a general English course with fairly motivated students, you could do a lot worse than *Clockwise*. The listening cassettes are realistic and challenging, the speaking activities are fun, the three-page units fit well in a standard 90-minute class, and the variety of activities will keep most students interested. By including the "Practice" section, the Teacher's Book, and the Teacher's Resource Pack, *Clockwise* makes life easy for teachers.

Reviewed by Thomas Delaney
Senzoku Gakuen

References

Lewis, M. (1997). *Implementing the lexical approach: Putting theory into practice.* Hove, England: Language Teaching Publications.

Recently Received

compiled by linh t. pallos

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will not be available for review after the 30th of April. Please contact the Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to the Publishers' Reviews Copies Liaison.

For Students

Course Books

*__The Structure of English: Studies in Form and Function for Language Teaching__. DeCarrico, J. S. U.S.A: The University of Michigan Press, 2000, (with Workbook).

!**Landmark (Intermediate & Upper-Intermediate)**. Haines, S., & Stewart, B. Oxford: Oxford University Press, 2000.

!**Quick Work: A Short Course in Business English (Pre-Intermediate & Intermediate)**. Hollett, V. Oxford: Oxford University Press, 2000.

!**Big City**. Hutchinson, T., & O'Driscoll, N. Oxford: Oxford University Press, 2001.

!**Head for Business (Intermediate)**. Naunton, J. Oxford: Oxford University Press, 2000.

!**Longman English Express 1 & 2**. Rost, M., Thewlis, S., & Schmidt, J. Hong Kong: Longman Asia ELT, 2002.

Supplementary Materials

*__TOEIC Mastery: Study Guide and CD-ROM for TOEIC Test Preparation__. Rogers, B. American Language Academy Inc., 2001

!**Oxford Idioms: Dictionary for Learners of English**. Oxford: Oxford University Press, 2001.

!**Oxford Phrasal Verbs: Dictionary for Learners of English**. Oxford: Oxford University Press, 2001.

!**Oxford Student's Dictionary of English.** Oxford: Oxford University Press, 2001.

!**English for Primary Teachers.** Slattery, M., & Willis, J. Oxford: Oxford University Press, 2001.

!**Arts and Crafts with Children**. Wright, A. Oxford: Oxford University Press, 2001

SIG News

edited by coleman south

CALL—JALTCALL SIG invites presentation/workshop proposals for its 7th annual international conference, ***JALTCALL2002: Local Decisions; Global Effects***, to be held at Hiroshima Jogakuen University on Saturday & Sunday, May 18 & 19 (plus special pre- and post-conference events on May 17 & 20). Proposals relevant to the conference theme will be given highest priority; however, all topics that address the issue of how computer technology is or could be applied in the classroom are acceptable. Educators at all levels of instruction are invited to submit proposals. For details, please visit our website (see SIG contact list).

GALE, GILE, & PALE—These SIGs along with two NGOs are cosponsoring a conference entitled ***Peace as a Global Language*** to be held in Tokyo, September 28 & 29, 2002, at Daito Bunka Kaikan (of Daito Bunka University). Conference themes include teaching about human rights, conflict resolution, gender issues, environmental issues, and peace. Language teachers, other educators, activists, and students are all welcome to attend as well as to give presentations or workshops. Presentations can be in English, Japanese, or bilingual. For more information please visit the conference website or contact the coordinators of GALE, GILE, PALE, or the Peace as a Global Language Conference Committee c/o: J. Nakagawa (see SIG contact list).

Junior/Senior High SIG—Two speakers with special insights were invited by the Junior/Senior High SIG to address the question ***English in Elementary Schools: What Will It Mean for Secondary School Teachers?*** on January 19 at Sakuragaoka Girls' Junior/Senior High School in Kita-ku, Tokyo. Yoshida Kensaku of Sophia University and Tom Merner of the Japan College of Foreign Languages described the current situation and speculated on what may lie ahead for secondary teachers as a result of English entering the elementary school curriculum.

There was good news and bad news according to Yoshida. The good news is that a shift seems to have taken place in the motivation for the Japanese government's language policy. That motivation has generally been towards creating a positive image of the country, a Japan that is recognized by the rest of the world through its study of foreign languages, particularly English. However, there is now also a perception that image creation isn't enough, that there is an essential need for more practical skill—what Yoshida termed "global literacy" in all four language skills. The latter has been the impetus behind the idea of starting foreign language instruction during the elementary school years.

The bad news according to Yoshida is that secondary teachers—junior high school teachers especially—may have to deal with students who come to school with "a very poor English education that they got in elementary school." Secondary teachers will have to expend more effort and more problems will have to be solved. That, the professor told the audience, is "not a very happy thing to look forward to."

Tom Merner, a teacher trainer and member of the authoring committee that created a Monbukagakusho handbook for English instruction in the elementary schools, outlined how English is to be implemented in elementary schools, described visits to pilot schools, and explained the training opportunities available to elementary school personnel. In contrast to the predetermined junior/senior high curriculum, the elementary school effort is based on the interest and curiosity of children. There are no linguistic goals included in the handbook and, as Merner explained, teachers are expected to "understand what children are interested in and to grasp what children would like to say in a foreign language." Teachers are directed to design and devise lessons to let that happen, to create an environment where students can say what they want to in English.

"Hope" was a word that recurred several times in Merner's presentation. With slightly over 10,000 out of 24,000 public elementary schools expected to pursue English "activities," Monbukagakusho is "hoping for the number of schools to increase and the frequency of lessons to increase." The Ministry "hopes" homeroom teachers will take on the task of conducting English activities, though it will be up to school principals to convince teachers and get their approval. Merner further expressed the hope that more will be done in the area of teacher training.

Both speakers offered valuable perspectives on a curriculum change that can be viewed in a variety of ways and that will surely be a topic of ongoing discussion and debate. The fact that some students are going to get an earlier start with English suggests the possibility that more people will ultimately acquire greater communicative ability. There are clearly, however, numerous questions as to how effectively the new curriculum will be implemented.

Learner Development—Enjoy Mt. Rokko in the autumn! The LDSIG will be holding another autumn retreat in the mountains above Kobe on October 5 & 6, 2002. Current plans are that it will be a sharing of work towards an anthology of research into learner autonomy, planned for publication sometime in 2003. Watch this space for more details, or contact Steve Brown or Usuki Miyuki (see SIG contact list).

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edited by coleman south

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Chapter Reports

edited by richard blight

Kagoshima: January—***Asian Englishes Haiku Workshop*** by David McMurray. Why should students be encouraged to read and write poetry? Firstly, poetry (and particularly *haiku*) pares away peripheral language to focus fully on meaning. While forming grammatically accurate sentences usually facilitates ease of understanding, the rules can be stretched somewhat when creating poetic images. McMurray argued that it is beneficial to give students the freedom to experiment with language. *Haiku* can also be used to give students a sense of pride and achievement. Rather than creating sentences in isolation, students create a complete piece of work, full of meaning and imagery, which is accessible to both native and nonnative speakers alike. McMurray argues that having a sense of pride in the language that one produces is essential in developing confidence, and that it is important to recognise "Japanese English" as a contemporary form of Asian English.

McMurray also raised a technical issue related to the writing of *haiku*. This is the question of whether writers should adhere strictly to syllable counts and stress patterns. In the traditional approach, no distinction is made between strong and weak stressed syllables. Consequently, whether a syllable is stressed or not does not matter, since all syllables are counted. However, when thinking in terms of syllable stress the writer creates a more poetic rhythm. McMurray argued that this approach is relevant to language teaching as it requires students to think about how they will say what they are writing. Whether or not this conscious attention to rhythm is translated into speech would have to be researched; nevertheless, the act of raising consciousness of this issue could help many students to improve their spoken English. In the second half of the presentation, attendees were asked to consider a list of *haiku*, written largely by people in Kyushu, and to choose the one they liked the best. Having done so they were asked to work at improving the poem. It was generally agreed that both the originals and the "improvements" were fine examples of *haiku*.

Reported by Nick Walters

Nagasaki: **January**—***Distance Learning: A Workshop*** by John and Paula McAndrew. The presenters provided a comprehensive look at the distance education programmes offered by Macquarie University of Sydney, Australia, which is an affiliate member of JALT. Macquarie has offered Masters and Doctoral programmes for many years (some of which have been taken by students in the Nagasaki area), and is notable for such well known (past and present) faculty as Chris Candlin, Anne Burns, and David Nunan. The McAndrews outlined entry requirements, features of various programmes, unit descriptions, and answered questions about their own experiences as distance students. In addition to the 13-page handout, we also looked at a printout from the website for a current course offered as part of the Masters programme, and discussed the pros and cons of distance learning in general. Finally, we examined literature from other schools, including Aston, Birmingham, Lancaster, Leicester, Reading, and Temple University Japan.

Reported by Tim Allan

Nagoya: **January**—***Developing English Skills in Young Learners*** by Michelle Nagashima and Marc Helgesen. The meeting started with a presentation on warm-up activities by Helgesen. Nagashima then discussed details of her work aimed at increasing opportunities for speaking, reading, writing, and developing learner independence at the elementary school level. Videos were shown of classroom activities, and we tried a few songs and activities ourselves. Helgesen then conducted an activity-based workshop exploring techniques for using the *inner voice* in the classroom, encouraging sensory awareness and mental rehearsal. We were interested to learn techniques that allow students to get more out of regular textbook exercises, and that concentrate on developing material before an activity is practiced.

Reported by John Ahern

Okayama: **January**—***1) A Report on Action Research into Teaching Spoken English Norms*** by C. J. Creighton. An action research (AR) project into teaching spoken English norms in the EFL classroom was discussed. Creighton provided a working definition of AR, and subsequently discussed why AR is valuable and the steps required in order to develop an AR project. A specific case study was described in detail, including the procedures used for calculating statistical results. The attendees were particularly interested in progress made by the students. The presentation served to underline the possible benefits of addressing a classroom question through AR. We also agreed that AR is a good way to validate classroom observations, and that it provides immediate, concrete benefits for both teachers and students.

***2) How to Get Published in* The Language Teacher** by Scott Gardner. Gardner, who is a coeditor of *The Language Teacher*, began by providing a practice editing task. This proved beyond the capabilities of the attendees and helped us to appreciate the difficult decisions facing editors when attempting to consistently publish a high quality journal. Gardner then introduced the latest edition of the American Psychological Association (APA) style guide, and briefed us on the process that a submission undergoes on its way into print. Next he discussed what the editors are looking for when selecting articles for publication. Submissions are encouraged from first-timers, and also from areas outside universities and colleges. There is also a "Peer Support Group," which provides professional support in order to facilitate the process of developing an interesting idea into a published article. Gardner's interesting discussion, thoughtful answers, and encouraging remarks were particularly motivating.

Reported by C. J. Creighton

Omiya: **October**—***Cultures Alive! Multicultural Education for Children*** by Michele Milner. Milner's thoroughly enjoyable presentation introduced the theory and practice behind a movement-centred curriculum with a multicultural component that she has developed. In the introduction she told participants that she believed children were experiential learners and that physical movement was one of the most important ways that they learn. Movement-based activities allow them to experience the concepts and emotions associated with language study. By adding multicultural studies the purpose of studying English is broadened into international education. Multicultural studies and kinesthetic experiences are integrated into Milner's curriculum through the use of folk tales and folk dance.

Following the introduction, participants joined Milner in some activities centred on a Chinese folk tale, "The Stonecutter's Tale," and a folk tale from Mali. The activities included chorus telling, dramatic action, retelling with cards, Yanko (a Chinese folk dance), cooperative activities, African chant and drumming activities, isolation movements, and circle dance. All of the activities were enjoyable and Milner found a way to involve even the shy participants. While the activities were designed for children's lessons, many participants felt they could be integrated into lessons intended for other age groups as well.

Reported by Michael Stout

Osaka: January—***The TALK Learning System*** by Johann Junge. We brought portable cassette players to the meeting and experienced an alternative method for learner-centered language learning. The *Talk Learning System* is comprised of two sets of materials, the Talk Sets and the World Talk Cards, which can be used separately or in combination. The Talk Sets are B5-sized materials with pictures and English language. They are used in activities designed to encourage pairwork and creative use of target language forms. The World Talk Cards are smaller than the Talk Sets and have colored pictures and no English language, so they can be used to learn any language at various levels. Using the World Talk Cards along with accompanying cassette tapes, we formed small groups and used the system to learn some German language expressions. Junge acted as facilitator, walking around the room assisting groups and answering questions.

There was also discussion about how students can become good language learners by taking responsibility for their own learning. Some self-evaluation forms that are being used in university English classes were considered. Students use the forms to track their own activities (including both class work and homework), and the time they spend on each activity. The classroom atmosphere is particularly important with these types of learning systems: Teachers should refrain from acting with "anxious helpfulness," and should instead share power and interact with students as though they were on the same level. *The Talk Learning System* was shown to be a useful resource for conducting student-centered language classes.

Reported by Peter Sakura

Shizuoka: January—***A Psychodynamic Approach to Enhancing Perceived Value: Shifting Beliefs and Perceptions in Language Learning*** by Paul Doyon and Brad Deacon. Doyon and Deacon created an environment for in-depth consideration of the various needs, beliefs, and perceptions of students. The presenters began by defining the term *psychodynamic* and discussing the question of whether beliefs lead to perceptions or perceptions lead to beliefs. The audience was then asked to discuss (in groups) this question in light of their own teaching experiences. The next part of the presentation discussed the Lewinian/Kolb Experiential Learning Model. This learning model contains four components—experience, reflection/observation, conceptualization, and experimentation. It is represented as a circle because it is a continuous process. The presenters discussed important key terms such as: *reciprocity, compliance* vs. *defiance*, and *intrinsic motivation*. This lead into consideration of the *psychoacademic* needs of students and how the presence or absence of such needs affect students' beliefs and perceptions about their own learning. The psychoacademic needs include autonomy, competence, belonging and relatedness, self-esteem, involvement, and enjoyment. We considered these needs and the role they have played in teachers' experiences. Doyon and Deacon finally gave some examples of their own classroom experiences. An important conclusion was that students expand their learning choices through the enhancement of value perception, and thus develop autonomy. To conclude, we wrote down our impressions of the presentation, and these were subsequently circulated by email so that we could further reflect upon what we had learned.

Reported by Amy E. Hawley

Yokohama: December—***Aspects of Teaching at Vocational Schools and Universities in Japan*** by Lorraine Koch Yao. Koch Yao's more than twenty years teaching in Japan and the insights developed as a result of such lengthy experience were reflected in her engaging presentation which focused primarily on the textbook writing process and issues related to faculty associations and unionisation. Attendees were given a copy of a chapter from a textbook developed by Koch Yao and her colleagues for the purpose of examining some of the many issues involved in the writing and development of classroom materials. The pros and cons of this often lengthy process were analyzed, especially issues which arise from a teamwork writing perspective. After a short break, Koch Yao switched gears to talk about faculty associations, unionization at post-secondary institutions, and general impressions from her extensive experience working in such environments. The issue of conflict resolution between and among teaching staff and administration was addressed, including a handout from a vocational school employees' handbook (which Koch Yao helped formulate), which set guidelines for dealing with such conflicts. Two additional handouts and resulting discussions focused on the issues of disciplinary action and also guidelines for reimbursement for expenses incurred when involved with JALT functions. Koch Yao was able to tie the two general strands of her presentation together by showing that different institutions have varying approaches to curriculum development and teacher issues, and indeed that an institution's approach to such issues is also changeable (for better and for worse) with the changing times. A spirited Q and A session followed her presentation to close out an informative afternoon.

Reported by Eddy White

Chapter Meetings

edited by tom merner

Chiba—***The Role of Japanese in Communicative ELT*** by Mike Critchley, Josai International University. Research into the issue of English only vs. L1 presence in the classroom is revealing a clear role for L1 in communicative ELT. The presenter will offer a framework to help define this role as it relates to Japanese learners. Participants will be asked to share examples from their own teaching contexts in Japan, and will leave with concrete suggestions and sample materials. *Sunday April 21, 14:00-16:00; Chiba Community Center (near Chiba Shiyakushomae on the JR monorail); one-day members 500 yen.*

Gunma—***Back to School Bonanza!*** Teaching ideas, materials exchange, and BBQ dinner. Get a fresh start for the new school year with teaching ideas from fellow JALT members. Each speaker will talk for 15 minutes. Bring teaching materials that are sitting unused on your shelves to trade with other teachers. Then, continue the fun with a BBQ dinner. *Sunday April 21, 14:00-17:00; Maebashi Institute of Technology (Maebashi Koka Daigaku; 460-1 Kamisadori, Maebashi); Dinner: 18:00-20:00 at Chosen Hanten, (350-5 Kamesato-machi, Maebashi); 3500 yen. RSVP Renee Sawazaki <renee@alum.calberkeley.org> by April 14.*

Ibaraki—Tim Kiggell of Macmillan LanguageHouse, a consulting author on the *Get Real!* series, will introduce and demonstrate the very popular *Nexus* and the *Cubic Listening* series. *Sunday April 21, 13:30-17:00; Ibaraki Christian University (Hitachi Omika); admission free.*

Kagoshima—***Phonics*** by Lynda Yoshida. Lynda will demonstrate how to teach children to strengthen their reading skills using the phonics method. She will also discuss how the method enables children to read and write further and eventually become independent learners. Practical activities will be introduced. *Saturday April 20, 14:00-16:00; To Be Announced; one-day members 800 yen.*

Kanazawa—***From Apathy to Autonomy: Student Beliefs and Perceptions of Language Learning*** by Paul Doyon, Asahi University. Students' beliefs about themselves as learners, about language learning, and about learning in general, will affect how they perceive our classrooms. By using anecdotes from our own lives and classrooms, we will introduce the concept of value perception enhancement and how to turn apathy into reciprocity through the use of mediating cognitive and affective strategies. *Sunday April 21, 14:00-16:00; Shakai Kyoiku Center (3-2-15 Honda-machi, Kanazawa); one-day members 1000 yen.*

Kitakyushu—***On the Edge: Integrating Technologies in the Curriculum*** by Paul Collett and Malcolm Swanson. Technology is always embraced in the classroom, but the current wave of Internet and multimedia-based tools make it easy for teachers to fall behind. The presenters will introduce ideas for utilizing these appealing technologies. Collett discusses creating wireless content-based sites students can access through portable devices, particularly cell phones. Swanson describes a course on multimedia technology used in a junior college. *Saturday April 13, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members 500 yen.*

Kobe—Kobe chapter will sponsor a one-day mini-conference on Language Education in Secondary Schools. The titles of the presentations are as follows: 1) Making an Effective Presentation Skills Program, 2) Bridging the Gap between the Classroom & the Real World, 3) A Comparative Study of English Textbooks Used in Japan, Korea and Taiwan Focusing on Fifth and Sixth Grades, 4) Adapting Textbook Activities for Speaking Practice, 5) English Communicative Competence for Senior High School Students: Issues and Suggestions, 6) Classroom Management in Language Classrooms, and 7) Programs for Cross-cultural Understanding in Kobe Fukiai Senior High School. *Sunday April 28, 13:00-17:00; Kobe YMCA 4F (between Sannomiya and JR Shin-Kobe); one-day members 1000 yen.*

Kyoto—***Testing for Reliability: Test Item Analysis on a TOEIC Listening Test*** by Paul Hackshaw. This presentation describes a small-scale Item Test Response analysis conducted on the TOEIC test. The study examines how university students performed on a section of the TOEIC listening test. The correlation between the difficulty of individual items and the measured ability of the students and their ranking based on their performance on the test was investigated. Some examples of poorly written test items will be shown during the presentation. *Friday April 26, 19:00-20:30; Kyoto Kyoiku Bunka Center (Marutamachi, Sakyo-ku); one-day members 1000 yen.*

Nagasaki—To be confirmed. We have another great meeting planned for April; at press time, details were not yet confirmed. We will be posting information about it in a variety of websites, newsletters, and through our own monthly, free email newsletter. If you would like to subscribe, you can do so automatically anytime through the signup website at <http://kyushu.com/jalt/nagamail.php3> or by contacting us. Please note that most of our meetings this year are going to be held at a new location, directly across from Nagasaki JR and Amu Plaza. Hope to meet you there! *Saturday April 27, 13:30-16:30; Kotsu Sangyou Center, Nagasaki Bus Terminal Building, 4F, Volunteer Center; one-day members 1000 yen.*

Nagoya—***Teaching Reading Skills. What and How?*** by Rob Waring. Differences between several different approaches to reading will be introduced and the benefits and limitations of each will be compared. A guideline summary will be constructed to act as a framework for building a reading syllabus. The second part of the session will deal with how to put this into practice. It will look at ways to teach reading skills and monitor the students' improvement. *Sunday April 21, 13:30-16:00; Nagoya International Center, 3F; one-day members 1000 yen.*

Niigata—***Team Teaching and Japanese Learners' Motivation*** by Miyazato Kyoko, Hakuoh University. Miyazato will present her study that investigates the motivation of Japanese learners in classes taught both by native speaker teachers of English and Japanese teachers of English. Two hypotheses for the dynamics taking place in these classes will be put forth, with a discussion of what may motivate and demotivate learners in a team-teaching environment. *Sunday April 14, 13:30-15:00; Niigata International Friendship Center; one-day members 1000 yen.*

Okinawa—***Adapted Activities for EFL and Culture Classes*** by Marilyn Books. Activities are widely used in EFL classes as they encourage cooperation, performance, and real communication in all levels of classes from high school to university. A handout will be ready for use in your next class. *Sunday April 21, 14:00-16:00; Okinawa Christian Junior College; one-day members 1000 yen.*

Omiya—***Hanami Party***. Come enjoy the cherry blossoms with our group! Cheese, *senbei*, *mikan*, and soft drinks will be provided. (Please feel free to bring your own alcohol.) JALT Members and their families pay 500 yen per person OR bring a dish. (FREE for Children under 12 and seniors.) One-day members pay 1000 yen. (500 yen discount with a dish.) For more information, please contact Paul Lyddon at <palyddon@hotmail.com> (or 090-5335-5130 on day of event). *Sunday April 7, 14:00-17:00 (No rain makeup); Omiya Koen: Meet at "Mamenoki" in center of JR Omiya Station at 13:30 to go over with group.*

Yamagata—***Cultural Appropriacy in Teacher Training and ELT Methodology for the Japanese Education System*** by Anthony Crooks, Miyagi University of Education. The presenter wishes to examine the needs of those involved in the training of teachers and development of ELT programs within Japan to formulate approaches which are both practical and effective within the social and educational context in this country. While suggestions for how this may be achieved will be provided, feedback and suggestions from the audience are also welcome. *Saturday April 6, 13:30-16:00; Yamagata Kajo Kominkan (t: 0236-43-2687); one-day members 800 yen.*

Yokohama—***Video Production: Why and How*** by Alec McAulay. This presentation will introduce some theoretical perspectives on video production for use in EFL classrooms, before providing an explanation of how to undertake video production in the classroom. *Sunday April 14, 14:00-16:30; Ginoo Bunka Kaikan, Kannai, Room 603; one-day members 1000 yen.*

Chapter Contacts

edited by tom merner

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact person should send all information to the editor: Tom Merner; t/f: 045-822-6623; <tmt@nn.iij4u.or.jp>.

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Conference Calendar

edited by lynne roecklein

New listings are welcome. Please submit information to the editor by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus April 15th is the deadline for a July conference in Japan or an August conference overseas, especially for a conference early in the month.

Upcoming Conferences

April 22-24, 2002—*37th RELC International Seminar: Methodology & Materials Design in Language Teaching*, at the SEAMEO (Southeast Asian Ministers of Education Organization) Regional Language Centre in Singapore. Plenaries, parallel papers, and workshops on many subtopics, among them the Place of Literature in Methodology & Materials Design, How Methods and Materials Change in the On-Line Environment, Development of Distance Learning Materials, and Turning Curriculum Guidelines into Materials. Invited speakers hail from four continents and include Richard Day (USA), Denise Murray (Australia), and Brian Tomlinson (UK). The website at <www.relc.org.sg> is detailed. Contact: Seminar Secretariat, SEAMEO Regional Language Centre, 30 Orange Grove Road, Singapore 258352, Republic of Singapore; t: 65-885-7830/885-7813; f: 65-734-2753 or email <admn@relc.org.sg>.

April 25-27, 2002—*Arizona TESOL 2002—Language: A Bridge to Peace*, at the Inn Suites hotel, Tucson, Arizona, USA. Papers, workshops, pre-conference visits, publishers' exhibits, etc. Plenaries by Tom Gouttierre, Head of International Studies and Programs and Director of the Center for Afghanistan Studies at the University of Nebraska, will speak on the conference theme, while Jun Liu, University of Arizona, will examine linguistic and cultural meanings of silence and its importance to the multilingual and multicultural classroom. Registration and the conference program are available via the website at <www.cesl.arizona.edu/AZTESOL.htm>. Otherwise, email Sarah Kim at <smkim@email.arizona.edu> or write CESL-PO Box 210024, Tucson, AZ 85721-0024, USA; t: 1-520-621-2698.

April 26-28, 2002—*GASLA-6 (2002): Generative Approaches to Second Language Acquisition*, at the Conference Centre, 90 University Street, University of Ottawa, Ottawa, Ontario, Canada. Posters, papers, and plenaries, including Harald Clahsen on "Grammatical Processing in First and Second Language Learners," range from examinations of classroom-specific behavior to constructions of theory. The complete program is available at the website, <aix1.uottawa.ca/~gasla6/main.html>. For further information, contact Linguistics-Modern Languages and Literatures, PO 450 Stn A, Ottawa ON. K1N 6N5, Canada; t: 1-613-562-5800, ext. 3742; f: 1-613-562-5138; <gasla6@uottawa.ca>.

April 27, 2002—*ATEM 2002: The 8th ATEM (Association for Teaching English through Movies) Annual Conference* will be held at Senshu University in Kawasaki City, Japan. See <www.atem.org> (in Japanese). For further information write <office@atem.org> or call 81-(0)52-779-1160 (Mr. Kawai).

May 3-4, 2002—3rd International ELT Conference: Reassessing Assessment, at Isik University, Maslak, Istanbul, Turkey. Presentations and panel discussions in areas such as Materials Evaluation & Curriculum Development, Sociolinguistics and Intercultural Communication, and of course, Testing in ELT. Plenaries by James Dean Brown, Adrian Palmer, and Milada Broukal. The conference website lies at <www.eltc2002.isikun.edu.tr>. Otherwise, contact Burcak D. Gurkya, Vice Chair, Isik University, EFL Department, Buyukdere Cad. 80670, Maslak, Istanbul, Turkey; t: 90-212-286-2961; f: 90-212-286-2971.

May 18-19, 2002 (with subsidiary events before and after)—***7th Annual International JALT CALL SIG Conference—JALTCALL2002: Local Decisions, Global Effects***, to be held at Hiroshima Jogakuin University, 4-13-1 Ushita-Higashi, Higashi-ku, Hiroshima 732-0063, Japan. This year's conference emphasizes how computer technology is applied in the classroom. Watch for website information at <jaltcall.org/conferences/call2002/> or email <confchair@jaltcall.org> or Timothy Gutierrez at <timothygutierrez@yahoo.com>.

Calls For Papers/Posters—Reminders

April 21, 2002 (for December 12-15, 2002)—*24th Annual Language Testing Research Colloquium (LTRC 2002): Language Assessment in Global Contexts*, at the Hong Kong Polytechnic University, Hong Kong SAR. The website at <engl.polyu.edu.hk/ACLAR/ltrc.htm> is quite detailed. Send electronic submissions to Liz Hamp-Lyons at <egaclar@polyu.edu.hk> or physical ones to her at ACLAR, Department of English, The Hong Kong Polytechnic University, Hung Hom, Hong Kong SAR.

Upcoming Conferences—Reminders

April 5-7, 2002—*Bilingualism & Multilingualism: The 47th Annual Conference of the International Linguistic Association*, at the downtown campus of the Osgoode Hall Law School of York University, Toronto, Canada. Conference website at <ilaword.org/ilacall2002.html>. Further contact: Johanna J. Woltjer, Conference Coordinator; 511 West 112 Street #14, New York, NY 10025-1634, USA; t: 1-212-749-3366; <ilaconf.woltjer@gte.net>.

April 6-9, 2002—*AAAL (American Association of Applied Linguistics) Annual Conference: (Re)Interpreting Applied Linguistics,* Sheraton Conference Center, Salt Lake City, Utah, USA. See the conference website at <www.mrhassoc.com/aaal2002/conferencehighlights2.htm>. Otherwise, email <aaaloffice@aaal.org> or contact the AAAL Business Office, PO Box 21686, Eagan, MN 55121-0686, USA; t: 1-952-953-0805; f: 1-952-431-8404.

April 9-13, 2002—*TESOL 2002: Language and the Human Spirit—The 36th Annual International Convention and Exposition,* in Salt Lake City, Utah, USA. Website at <www.tesol.org/conv/index-conv.html> has extensive information. For more, use the online email form at <www.tesol.org/global/request.html> or contact the office directly at: TESOL, 700 South Washington Street, Suite 200, Alexandria, Virginia 22314, USA; t: 1-703-836-0774 (business hours); f: 1-703-836-7864 or 703-836-6447; fax on demand: 1-800-329-4469.

May 11-12, 2002—*JALT Pan-SIG Conference 2002,* to be held at the Kyoto Institute of Technology, Matsugasaki, Sakyo-ku, Kyoto, brings together three JALT SIGs investigating bilingual matters but organized into three individual mini-conferences:

a) Bilingual Development Forum 2002 (BILDF): Practical and Theoretical Aspects of Bilingual Development and Education. BILDF website at <res.ipc.kit.ac.jp/~pwanner/> or contact Peter Wanner; Kyoto Institute of Technology, Goshonokaido, Matsugasaki, Sakyo-ku, Kyoto 606-8585, Japan; t: 81-75-724-7266; f: 81-75-724-7580; <pwanner@ipc.kit.ac.jp>.

b) CUE (College and University Educators Special Interest Group) 2002: Curriculum Innovation. See the CUE 2002 website at <wild-e.org/cue/conferences>. Otherwise contact Eamon McCafferty, CUE Conference Co-Chair; Green Hill Mukougaoka #301, 5-4-6 Masugata, Tama-ku, Kawasaki-shi, Kanagawa 214-0032, Japan; <eamon@gol.com>.

c) Testing and Evaluating SIG Conference 2002: Language Testing in Asia in the 21st Century.

The website lies at <jalt.org/test/conference.htm>, or contact Yvonne Annable; Shumei Eiko High School, 1012 Oaza, Ueno, Ageo-shi, Saitama-ken 362-0062, Japan.

May 16-18, 2002—*TESL Canada 2002: Catch The Dream*, co-hosted by TESL Canada and SCENES (Saskatchewan Council for Educators of Non-English Speakers) in Regina, Saskatchewan, Canada. Information: website at <members.home.net/teslcanada/2002%20Conference> or from Jake Kutarna, <scenes@sk.sympatico.ca>, or the TESL Canada office at <teslcanada@home.com> or t/f: 1-604-298-0312.

Job Information Center

edited by paul daniels

To list a position in The Language Teacher, *please email <tlt_jic@jalt.org> or fax (0463-59-5365) Paul Daniels, Job Information Center. Email is preferred. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary. If you want to receive the most recent JIC listings via email, please send a blank message to <jobs@jalt.org>.*

Aichi-ken—The Department of Cross-Cultural and Social Studies, Aichi University of Education, invites applications for a full-time associate professor to commence from October 1, 2002. **Qualifications**: native-speaker English competency; MA or PhD in TEFL/TESL; appreciable number of publications; substantial teaching experience; working knowledge of Japanese. **Duties**: teach a minimum of six English Communication classes for majors and nonmajors. **Salary & Benefits**: salary and commuting allowance are based on the university's scale. **Application Materials**: Please send a self-addressed envelope for full details of application materials (address as below). Requests for further information can be enclosed at the same time. **Deadline**: Application should be postmarked not later than 19th April, 2002 (by registered post). **Contact**: The Personnel Office, Aichi University of Education, 1 Hirosawa, Igaya-cho, Kariya, Aichi 448-8542.

Aichi-ken—The Department of British and American Studies at Nanzan University in Nagoya is seeking a full-time, tenure-track professor in the field of English as a Foreign Language. Contract will begin April 1, 2003. **Qualifications:** PhD in TEFL or applied linguistics; publication of 15 or more academic papers in the field; native speaker of the English language; competence in Japanese preferred. **Duties**: teach graduate and undergraduate level courses in TEFL/TESOL methodology; teach general English courses at undergraduate level; participate in the University's entrance examination system. Duties may also include coordinating English-language instruction programs and serving on committees, including the English entrance examinations editing committee. **Salary & Benefits**: salary to be determined according to University pay scales; research allowance; library allowance; two-year contract renewable until tenure decision is confirmed. **Application Materials:** resume; two letters of recommendation; official evidence of degrees awarded; up to three samples of publications; a statement of up to 250 words concerning your career goals. **Deadline**: April 15, 2002. **Contact**: send all the documents to Sasaki Tsuyoshi, Chair, Department of British and American Studies, Nanzan University, 18 Yamazato-cho, Showa-ku, Nagoya 466-8673. The University's website is <www.nanzan-u.ac.jp>.

Koshigaya, Saitama—NIC Eikaiwa is seeking a part-time kindergarten English teacher starting mid-April. **Qualifications**: native-speaker English competency. **Duties**: 3 hours of team teaching on Thursday mornings. **Salary & Benefits**: 3000 yen/hour plus transportation; fully paid training in March. **Other**: fun and easy program, experience is not essential. Japanese ability is not necessary. **Contact**: Shimada in Japanese t: 0489-66-3450 or Peter McEntyre in English t: 090-4425-7830 or email resume and enquiries to <pyms@ceres.dti.ne.jp>. Fax resume to 047-341-9294 if email is not available.

Tokyo-to—The English Department at Aoyama Gakuin University is seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications**: resident of Japan with an MA in TEFL/TESOL, English literature, applied linguistics, or communications; three years university teaching experience or one year university English teaching experience with a PhD; teaching small group discussion, journal writing, and book reports; collaboration with others in curriculum revision project; publications; experience with presentations; familiarity with email. **Salary and Benefits**: comparable to other universities in the Tokyo area. **Application Materials**: apply in writing, with a self-addressed envelope, for an application form and information about the program. **Deadline**: ongoing. **Contact**: PART-TIMERS; English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366.

Bulletin Board

edited by timothy gutierrez

Contributors to the Bulletin Board are requested by the column editor to submit announcements of up to 150 words written in a paragraph format and not in abbreviated or outline form. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor. For information about more upcoming conferences and calls for papers, including the ***Pan-SIG Conference 2002*** *and* ***JALTCALL 2002****, see the Conference Calendar column.*

Call for Participation

The GALE, GILE, and PALE SIGs—are cosponsoring a conference entitled **Peace as a Global Language** to be held September 28 and 29, 2002, at Daito Bunka Kaikan (of Daito Bunka University), Nerima-ku, Tokyo. Conference themes include teaching about human rights, conflict resolution, gender issues, environmental issues, and peace. For further information please visit <kyushuelt.com/peace>, or contact the Coordinators of GALE, GILE, or PALE, or the Peace as a Global Language Conference Committee, c/o J. Nakagawa, 2-285 Isohara, Isohara-cho, Kita-Ibaraki-shi, Ibaraki-ken, 319-1541, Japan, t: 0293-43-1755, email <jane@ulis.ac.jp>.

Other Announcements

Elsevier Science—are delighted to announce a NEW journal for 2002—*Journal of English for Academic Purposes*. The *JEAP* has been created to serve the interests and needs of teachers, learners, and researchers engaged in all aspects of the study and use of English in academic (EAP) contexts. *JEAP* has received enthusiastic support from EAP researchers and practitioners around the world and has been adopted as the official journal of BALEAP, the British Association of Lecturers in English for Academic Purposes. *The Journal of English for Academic Purposes* is edited by Liz Hamp-Lyons, The Hong Kong Polytechnic University, and Ken Hyland, City University of Hong Kong, ably assisted by a distinguished International Editorial Board. For further information on this exciting new journal, subscription information and details on how to submit a paper, please visit: <www.elsevier.com/locate/jeap>.

Elsevier Science—are pleased to announce that the journal *Assessing Writing* has a new editor: Liz Hamp-Lyons, of The Hong Kong Polytechnic University. Ably assisted by a distinguished and newly internationalised editorial board, Liz Hamp-Lyons has broadened the scope of the journal to reflect the concerns of teachers, researchers, and writing assessment specialists from around the world. In recognition of the new international scope of the journal, it will now be called *Assessing Writing: An International Journal* and the first issue to incorporate these changes will come out in spring 2002. For further information on this journal, subscription information and details on how to submit a paper, please visit <www.elsevier.com/locate/asw>. Reserve your FREE sample copy of *Assessing Writing* now by sending an email to: <l.roberts@elsevier.co.uk>. Please don't forget to provide your full postal mailing address! The abstracts from each issue of *Assessing Writing* will be available free to all browsers via <www.SocSciNet.com/linguistics>.

Staff Recruitment—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit your curriculum vitae and cover letter to the Publications Board Chair; <pubchair@jalt.org>.

Advertiser Index

Key: IFC = inside front cover, IBC = inside back cover, OBC = outside back cover

Council	14
Nellie's	2
Thomson	20, 21
JALT2002 Conference	OBC
The Electronic Publications From JALT	IFC
14 Reasons to Join JALT	IBC

Submissions

The editors welcome submissions of materials concerned with all aspects of language education, particularly with relevance to Japan. Materials in English should be sent in Rich Text Format by either email or post. Postal submissions must include a clearly labeled diskette and one printed copy. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくＡ４版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、行数を打ち、段落の最初は必ず１文字空け、１行２７字、横書きでお願いいたします。１頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English Features. Well written, well-documented and researched articles, up to 3,000 words. Analysis and data can be quantitative or qualitative (or both). Pages should be numbered, paragraphs separated by double carriage returns (*not* tabbed), word count noted, and subheadings (**boldfaced** or *italic*) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. The article's title and an abstract of up to 150 words must be translated into Japanese and submitted separately. A 100-word biographical background and any tables or drawings should also be sent in separate files. Send electronic materials in an email attachment to Robert Long. Hard copies also accepted.

日本語論文です。４００字詰原稿用紙２０枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to the editor.

原稿用紙１０～１５枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Interviews. If you are interested in interviewing a well-known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Readers' Forum. Essays on topics related to language teaching and learning in Japan, up to 2,500 words. While not focused on primary research data, a Readers' Forum article should nevertheless display a wide reading and depth of understanding of its topic. Japanese title and abstract also required (see above). Send electronic submissions to Scott Gardner.

リーダーズ・フォーラム：日本での言語教育、及び言語学習に関する6,000字以内のエッセイです。調査データに焦点を当てていなくても、リーダーズ・フォーラムの記事は、読者に、話題に関して深い理解を与える記事を募集いたします。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the My Share editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

ＪＡＬＴによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に JALT News編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、ＳＩＧＳ編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に SIGS編集者必着です。

Chapter Reports. Each Chapter may submi a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から４枚。原稿の冒頭に (a) 支部会名、(b 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2　カ月前の1　5　日に Chapter Reports 編集者必着です。日本語の報告は Chapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の紹介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. Email or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 20th of the month, 2 months prior to publication.

ＪＡＬＴ以外の団体による催し物などのお知らせ、ＪＡＬＴ、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。ＪＡＬＴ以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の20日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

求人欄です。掲載したい方は、Job Information Center/Positions 編集者にAnnouncement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。なお、求職広告不掲載がJALT Executive Board の方針です。

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For information on advertising in *TLT*, please contact the JALT Central Office: tlt_adv@jalt.org

Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 39 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The JALT **International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **Special Interest Groups**, SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kumamoto, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Gifu (affiliate).

SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Material Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (affiliate); Foreign Language Literacy (affiliate); Gender Awareness in Language Education (affiliate); Pragmatics (affiliate); Applied Linguistics (forming); Crossing Cultures (forming); Eikaiwa (pending approval); Pronunciation (pending approval). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — Regular Membership (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥6,000) are available to full-time students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form *(yubin furikae)* found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

Central Office

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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に40の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育・語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各ＪＡＬＴの支部で毎月もしくは隔月に１回行われています。分野別研究部会、SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

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研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

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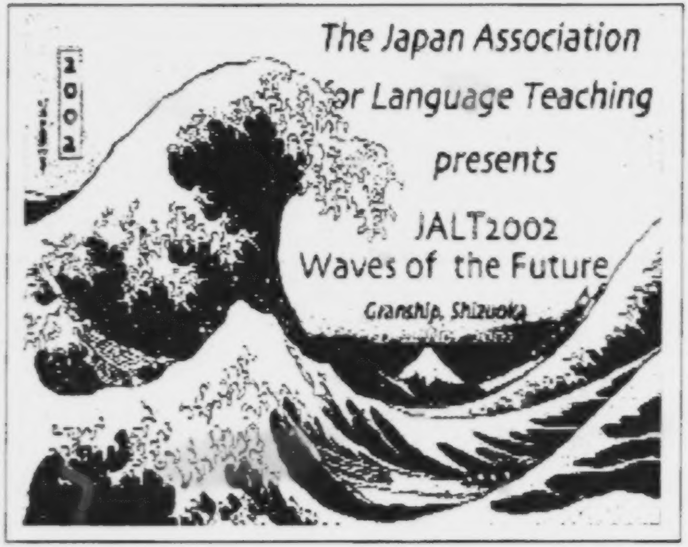

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3 **Balancing Intuition with Insight: Reflective Teaching through Diary Studies**
David Jeffrey & Gregory Hadley

7 **Biracials and Bullying: Preparing Kids for School**
Frank E. Daulton

11 **2002 World Cup Korea/Japan: One World, One Game, One Goal!**
John Liontas

5

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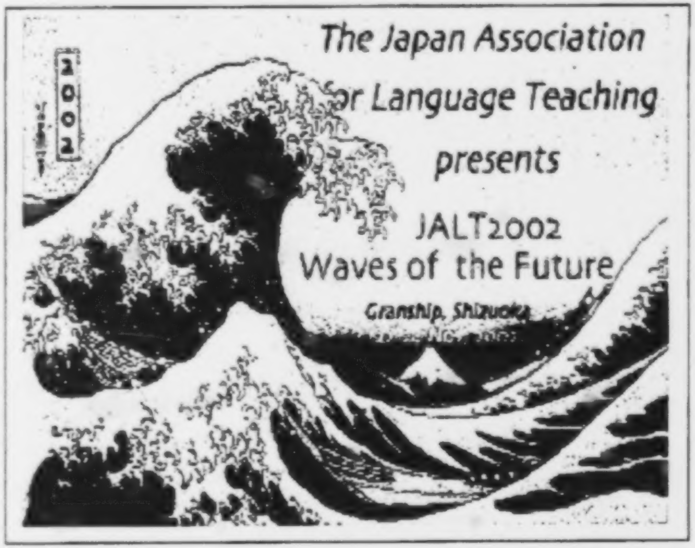

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Last month's issue of *The Language Teacher* was full of great information and data on reading, speaking, and grammar which we hope you found useful. However, you may have noticed the lack of a Readers' Forum column in the April *TLT*. For those of you who missed the RF—and even for those of you who didn't—this month's *TLT* sports three Readers' Forum articles. They cover three quite varied areas of focus: self-reflection as a teacher, special problems of international families in Japan, and last but certainly not least, classroom activities for students based on the theme of World Cup 2002.

First, **David Jeffrey** and **Gregory Hadley** outline -keeping project that Jeffrey undertook in order to evaluate his own progress as a teacher. The authors encourage the use of diaries, among other forms of recordkeeping, for the insight and perspective that arise from taking the time to pause and record your thoughts about teaching. Next, **Frank Daulton** discusses his interviews with several international families living in Japan. His aim is to verify what kinds of strategies these families use with their young pre-school and school-age kids to avoid the problem of *ijime*. The efforts of these families show that it's never too early to start taking steps to halt bullying.

The third article, by **John Liontas**, arrives just in time for Japan's great summer event of 2002, the World Cup soccer tournament. Liontas provides several ideas and activities for making the most of this international sporting event with your students.

We hope you'll find these Readers' Forum articles timely and beneficial.

—Scott Gardner
Co-Editor

先月号のThe Language Teacherは、リーディング、スピーキング、文法に関する多大な情報とデータを提供していました。読者の皆さんにとって有益であったことを願っています。しかしながら、4月号のTLTには、Readers' Forumがなかったことにお気づきの方も多かったのではないでしょうか。今月号は、3つの論文を掲載しています。これらは、それぞれ、教師の内省、日本在住の外国人家族の抱えている問題、サッカーのワールドカップをテーマとしたアクティビティの紹介など幅広い分野を網羅しています。

まず、David JeffreyとGregory Hadleyは、日記をつけるプロジェクトを概略しています。このプロジェクトは、Jeffreyの教師としての成長を評価するために始められたものです。著者は、様々な記録方法の中で、日記の使用を推奨しています。時間をとって自分の授業に対する考えを記録するとき、様々な見識や観点が生み出されるのです。次に、Frank Daultonは、日本在住の外国人家族にインタビューしています。「いじめ」問題を回避するために、幼稚園や学校に通っている子どもと家族がとっているストラテジーを検証しています。いじめをなくすために行動を起こすのに、早すぎるということはないということを、外国人家族の努力が物語っています。

最後は、John Liontasがタイムリーな論文を投稿してくれました。彼は、「2002年日韓共催サッカーワールドカップ」を授業に取り入れるための、様々なアクティビティを紹介しています。

皆さんがこれらの論文をタイムリーで有益であると感じていただけることを願っています。

Scott Gardner
Co-Editor

contents

readers' forum

3 Balancing Intuition with Insight: Reflective Teaching through Diary Studies
7 Biracials and Bullying: Preparing Kids for School
11 2002 World Cup Korea/Japan: One World, One Game, One Goal!

readers' views

15 A(nother) Student Guide to Plagiarism
16 The author replies

an affiliate in your life

17 Around Asia with JALT's Affiliate Partners

my share

20 "Magical Banana" and Free-Association as Conversation Aids
20 Increasing Students' Awareness of Their Roles
21 Haiku for Children

off the presses

25 Advertising Feature

departments

26 Book Reviews
29 JALT News
29 SIG News
30 Chapter Reports
33 Chapter Meetings
36 Job Information Center
37 Bulletin Board
38 Submissions
39 Staff List
23 Advertiser Index

Catch the Next Wave
JALT2002
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208

Balancing Intuition with Insight: Reflective Teaching through Diary Studies

David Jeffrey and Gregory Hadley
Niigata University of International and Information Studies

At the beginning of a teaching experience in a new culture, the language teacher's interpretations of what occurs in the classroom are frequently based more on intuition than insight. Because perceptions of the learners and the culture can have far-reaching effects on the motivation of language teachers and the affective nature of their classroom instruction, it sometimes is necessary for teachers to pause and reflect upon the validity of their personal assumptions. The question for many, if not most language teachers, however, is how to embark on a journey of professional self-reflection while maintaining their typically busy schedules. One possible answer to this dilemma may be found in keeping a focused, short-term journal, or diary study.

Diary studies have had a long history of use in English teaching (Maneekhao & Watson Todd, 2001; McDonough, 1994; Thornbury, 1991; Lowe, 1984). They are usually personal accounts of teaching a language (in the case of a teacher) or of learning a language (in the case of a student). Bailey (1990) states that diary studies are "documented through regular, candid entries in a personal journal and then analyzed for recurring patterns or salient events" (p. 215). Diaries have wide ranging applications. Nunan (1992) remarks "they have been used in investigations of second language acquisition, teacher-learner interaction, teacher education, and other aspects of language learning and use" (p. 118). Bell (1993) adds that they are "an attractive way of gathering information about the way individuals spend their time.... [T]hey can provide valuable information about work patterns and activities" (p. 102). Jarvis (1992) explored the use of learner diaries with in-service teachers in a short methodology course in order to help teachers become aware of the importance of self-reflection for pedagogic innovation. She summarized the experience by saying that "those who succeeded in reflecting on practice, seem also to reveal a heightened sense of their own responsibility for their learning and for changing their teaching. They seem to have more confidence in their own ability to act" (p. 142).

David Jeffrey

Gregory Hadley

In this paper, we will explore the benefits and difficulties of undertaking a diary study, based upon our personal experience. Readers will notice a shift between *I* and *we* during the narrative of this report. The first person singular indicates David Jeffrey, who was the classroom teacher and kept a diary of his teaching experiences over a two-week period. The first person plural signifies the inclusion of Gregory Hadley, whom Jeffrey sought early in the project because of his expertise in diary studies and knowledge about methods of analysis. We begin by describing the setting of this project.

The Setting

This study took place in our university's Communicative English Program (CEP), a semi-intensive English as an International Language (EIL) program that encourages students to speak English in a relaxed, confident manner, and focuses on Japanese issues as they relate to the international setting. Small classes of 22 learners are streamed into six distinct levels of language proficiency, and meet once a day from Monday to Friday where they study courses that focus on oral communication, listening and reading skills. The diary study concentrated on the oral communication classes taught by the first author.

The Diary Study

Although I had taught in English language schools, I had difficulties in adjusting to CEP's coordinated curriculum and in relating to university students. I often worried that the students perceived my classes negatively. Tired of wondering if things were really

本稿は、筆者の個人的な経験による教師日誌分析（a teacher-diary study）を主題とする。それは、教場での経験を自省する一つの方法である。新任教師たちは、混乱や誤解を生み出しかねない教場での出来事を解釈するにあたって、直観に頼ることが多い。そうした出来事は、多くの場合、まったく検証されない個人的な憶測のままにおかれてしまう。出来事の記録をつけ、記入した事柄を解釈すること、これは、教場での出来事のより客観的な自省を可能にし、直観と実践的な洞察との比較考量を促し、かくして筆者自身の教師としての成長に有意義なものとなった。このような日誌分析が何ゆえ望ましいと考えられるか、それはいかにはじめられ遂行されるか、そしてその主要な発見をどのように共有するかという観点から、本稿では可能な限りシンプルかつ明確にこの日誌分析を読者に提示する。教場での経験を自省するすべての方法がそうであるように、日誌分析にも固有の欠点がある。しかし本稿は、教場内での複雑な力学をよりいっそう明確に理解するという個人的な利点によって、その欠点は相殺されると考える。

the way they appeared to be, I decided that a diary study, based on honest reflections, seemed an interesting avenue of inquiry. Perhaps a less time-consuming method to look at my teaching, such as videotaping, would have been appropriate, but I also wanted to take a thorough route and truly begin to understand more about my teaching environment and myself.

To set the diary process in motion, we devised a checklist for use in the classroom that would keep my thoughts focused and help me write down short notes to assist with the writing up of entries after the class. The checklist was comprised of the following categories:

-Students initiating a conversation

-Students maintaining a conversation

-Students asking questions in a conversation

-Students closing a conversation

I became aware that when I felt confident while teaching, it would seem to instill confidence in the students, who appeared to perform better. This in turn would contribute further to my motivation as a teacher.

I wrote the diary entries immediately after each class, and tried to focus not only on my emotions, but also on what I actually witnessed during my lessons. I wanted to put some distance between me and my emotions to find out if the affective issues in my classes were truly as poor as I thought they were, and also to determine if what I was seeing in class came from concrete observations or simply from my own suppositions.

I accepted the importance of substantiating my diary assertions as much as possible in order to "support reflective comments with examples from class sessions or actual language data" (Bailey, 1990, p. 221). I included as many specific examples of my own responses and classroom events. This was to ensure that the later analysis would be based on clear and open personal reflections.

We first undertook a two-week pilot study to establish the workability of the diary study and the method of analysis. We did not find any issues that needed to be modified. The WordSmith Tools program (Scott, 1997) was tested using the data from the pilot study. This program is normally utilized in creating concordances as an aid to studying corpora (Johns, 1994), but we found that it could be an ideal tool for analyzing the prominent features of my diary, which was a corpus of my thoughts and reflections of what took place in my classes. During the pilot study, however, only the second author had access to the pilot study analysis, because my knowledge of this data might bias my observations during the actual project.

The Results

From the program, the main keywords in my diaries were *feel, good, enjoying, trying, happy, conversation, satisfied, confidence*, and *motivation*. Looking at concordances of sentences and paragraphs where these most frequent words occurred paved the way for several insights into my teaching and interaction with my learners.

Affectively, the diary entries suggested that there was a good atmosphere in all the classes. I had been concerned about this, as I had not been sure whether my students were trying to look happy in order to please me, or if they genuinely were so. The diary seemed to provide more evidence that the learners were pleased with the quality of the classes. Space will allow for only a few excerpts from the diary:

> I saw this class face quite a hurdle today, with the new challenge to allow for even more conversation time.... I acted merely as a facilitator and put things more in their hands, but I was very impressed to see their determination to succeed.... It was good to see them enjoying what they were doing too—lots of smiles and laughter, but with all the necessary discipline.

Observations such as these began to help me to get personal satisfaction from teaching the classes. I became aware that when I felt confident while teaching, it would seem to instill confidence in the students, who appeared to perform better. This in turn would contribute further to my motivation as a teacher (an issue much ignored in the literature). I started to realize that teachers and students, far from being separate entities, have a more synergistic relationship than I had previously thought. As one excerpt reveals:

> I really noticed today how many students speak much better English now than they did at the beginning of the year, and with the necessary confidence too.... I'm always smiling, encouraging them and behave in a happy and confident manner, and it seems to motivate the students.... We have grown together in confidence through this experience.

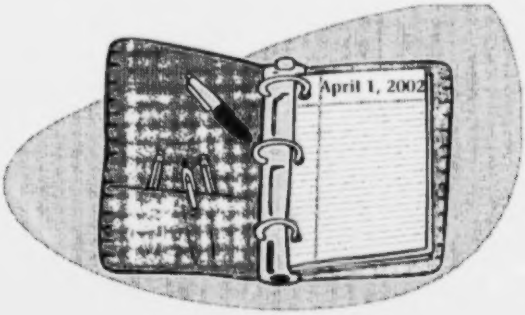
There seem to be fewer barriers now between my learners and me, and our energies now seem more focused on the task of language learning. While engaged in the pressures of day-to-day teaching, my progress and that of the learners seemed to be static, but the diary gave me a chance to realize that we all had come a long way.

The diary also highlighted considerable room for improvement on the practical side of my teaching by bringing to my attention the need to concentrate more on the management of activities in the classroom:

> I concentrated a lot on my technique, especially the transitions between activities. I've noticed that I can cut down a lot on time here too, and especially on my talking time, but it is a hard thing to achieve in practice and I suppose it takes time to get it right. Easy in theory, but hard in practice! So I want to concentrate on trying to refine these activities more and more in the next lesson and in the lessons that follow after that.

Not only did I need to cut back on the amount of time I spent in explaining tasks to learners, I also needed to become more of a facilitator during class activities. Upon further reflection, I also accepted the fact that some experience is acquired over time, and that I needed to be patient. Many of my colleagues have been teaching for over ten years, and often I was feeling bad for not being able to do what they could. The diary study helped me reconsider my situation, and to relax.

For the first time, the impact of my teaching style and my relations with the students became clearer. When I was not overly identifying my self-worth with the responses of the students, my classes seemed to go better. I came to the realization that it is best for me to keep things simple in the classroom, but set achievable standards for the students during the lessons. Success for me seemed to lie in guiding the learners to completing several simple language tasks well, rather than creating more unnecessary work through complexity.



The focus of the diary study also helped me to see interesting student behavior that had previously gone unnoticed. I became aware that many of the learners would subtly reflect back to me my facial expressions. I purposely changed facial expressions several times during the lesson, and noticed that roughly half the students copied and changed as I did. I concluded that I had more influence on the students than I had thought, and was reminded that teaching English entails more than merely the transfer of a skill or knowledge.

Diary Drawbacks

Diary studies take a lot of dedication because they are not as simple as one might believe; they are time-consuming and can become laborious. Bailey adds that "in order to really learn from the record, the diarist should re-read the journal entries and try to find the patterns therein" (1990, p. 224). It would also be a mistake to believe that diary studies are an easy substitute for conventional research methods. While the writing up of a diary is less demanding than preparing and undertaking questionnaire research, Henderson, Morris, and Fitz-Gibbon (1987, p. 31) point out that a diary takes much longer than conventional research methods to interpret properly once it has been written up. Although WordSmith Tools (Scott, 1997) was a great help in finding the regular patterns within the diary, the overall process was still time-consuming. Language teachers considering undertaking a diary study should not overlook these limitations.

For the first time, the impact of my teaching style and my relations with the students became clearer.

Despite these drawbacks, however, it does seem that the advantages ultimately outweigh the disadvantages, so long as the writers of the diaries are dedicated to examining what they have written. Doing so may reveal aspects of their teaching that can lead to a deeper understanding of themselves and their students. Writing and analyzing my diary was a motivational experience for me. It helped me develop a better self-awareness and gave me the confidence needed to experiment with new teaching techniques, and also heralded a powerful transformation in my thinking and in my attitudes towards my students.

Conclusion

There are many methods teachers can use to analyze and reflect on their work. Recording thoughts on tape for brief periods in and out of the class, taking videotapes of lessons, or simply talking with a sympathetic colleague are all helpful methods available to language teachers. Teachers should find what works best for them, as what works for one person does not necessarily work for another. Based upon the experiences of this study, however, we would suggest that taking the time to put one's thoughts down in writing seems to be one of the most practical and beneficial means of language teacher self-analysis.

We feel that focused, short-term diary studies may provide a rewarding experience for new and experienced teachers alike. Although the process can be time-consuming, diary studies can help language teachers better understand themselves and their learners, and foster greater understanding of the complex dynamics within their classrooms.

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Biracials and Bullying: Preparing Kids for School

Frank E. Daulton, *Ryukoku University*

In Japan, biracial children (i.e. of one Japanese and one non-Japanese parent) may be particularly vulnerable to bullying (*ijime*). Anecdotal accounts, including those of the Amerasian children of Okinawa (e.g. Maeda, 1998), suggest that bullying against biracials is particularly common. Quantifying this is problematic (e.g. defining bullying, locating biracials) and probably unnecessary. That victims of bullying are usually those seen as different or weak is a given, and Japanese biracials are different in appearance and often weakened by their marginalization in society. As for severity, even a normally harmless taunt—directed towards someone who endures daily, subtle attacks on their self esteem and membership in society—is necessarily more harmful.

Parents of biracials must strive to enable their children to flourish when faced with misunderstanding or even mistreatment. This paper will seek to determine what proactive steps parents may already be taking by summarizing interviews with four international families. The common characteristics of these otherwise diverse families were: their children had yet to enter school, or had recently just begun; and they resided in Niigata prefecture. Their comments revealed their unique situations and outlooks.

Preparing Children Against Bullying

The JALT Bilingual SIG publication *Bullying in Japanese Schools: International Perspectives* (Gillis-Furutaka, ed., 1999) contains valuable accounts by various families concerning children and bullying. These accounts, considered together with other published research, led Daulton & Seki (2000) to deduce four proactive "strategies" in the TLT article "Bullying and Biracial Children in Japan."[1] While these strategies could be applied to any child in a bullying situation, they are particularly crucial for biracials for reasons addressed below. The strategies were: 1) maintaining good communications; 2) encouraging children to "stand up" for themselves; 3) building self-esteem; and 4) instilling a strong sense of right and wrong. It was suggested that parents could utilize these strategies at home, in addition to what can later be accomplished through the curriculums and administrations of schools.

For the present paper, the international families were asked questions related to these strategies in a general and non-leading way. To protect anonymity, names are withheld, and the four parents quoted in this paper are given aliases:

	Mother	Father	Child(ren)
Family 1	"Helen"—America	Japan	age 4 daughter
Family 2	Brazil	"Junichiro"—Japan	age 2 daughter
Family 3	Philippines	"Ryusuke"—Japan	age 9 son
Family 4	Japan	"Leroy"—America	age 5 son, age 3 daughter

1. Keeping open the lines of communication

Good communication allows children to feel their parents' love and support. It also raises children's awareness of when they are being bullied, which is not always apparent (Fried & Fried, 1996, p. 2). But good communication requires effort, especially as children tend to feel that confiding with someone about bullying is shameful. Presenting further challenges are the multiple languages (and language backgrounds) present within international families. In the interviews, it was found that while parents appreciate the importance and difficulty of establishing communications over time, approaches differed in connection to the gender of the child involved. Furthermore, it was suggested that intuition can facilitate communication.

Junichiro says, "I want to create a family environment where we can talk about any problem." To encourage this, Junichiro strives to understand the interests and slang of young people. Similarly, the mother, a Japanese-Brazilian, is improving her Japanese ability, as Japanese will be the primary language of their two-year-old daughter.

"Your communication with your child isn't guaranteed," says Helen, an American. "It's something

日本の混血児は特にいじめに傷付きやすい。混血児の親は子供が誤解や虐待に直面した時どのようにすれば彼等を元気づける事が可能であるかを明確にしなければならない。TLTの記事"Bullying and Biracial Children in Japan" (Daulton & Seki. ２０００）によると国際結婚の夫婦が混血児である彼等の子供が未来に直面するであろういじめについて準備するべきである４つの作戦が提案されている。これらの戦略をすでに国際結婚の夫婦によってすでにとられている手段と比べるためまだ未就学児と就学したばかりの子供の親にインタビューが行われた。インタビューで分かった事は性別や混血であることに関しての親の認識を含め「状況によって違いがある」と言う事であった。そしてDaulton & Sekiによる４つの戦略は大体が支持されているが，それぞれの家族はユニークなアプローチを作っているということである。

that you have to work on." She notes how Japanese culture and traditional role models discourage communication, especially for male children. Helen explains:

> I think, to a certain extent, one of the reasons why *ijime* is very bad here is because there isn't a lot of openness for communication, especially for boys. I mean, "Dad" doesn't communicate, so where do you learn it?

Parents of biracials must strive to enable their children to flourish when faced with misunderstanding or even mistreatment.

Gender affects expectations of communication. Leroy, also an American, says: "I tell [my son], 'Sometimes people are bad and you just have to ignore them.' I'll tell that to [my daughter], but I'll say, 'You have to ignore them, and then you tell Mommy, you tell Daddy.'"

Whether communication seems to flow freely or not at all, parents must employ their intuition. Helen says, "I think parents have to be able to look at their children and [know] when something is bugging them." Helen describes how, tipped off by her intuition, she eventually got her daughter to open up:

> [Changing schools] was very stressful for her. But she didn't come out and say it ... She would say, "I think I'll stay home today" [and I would say,] "No, no, no. You really have to go. What's the real problem?" So it takes a little bit of questioning, and asking her and letting her know that she can talk about it. And then she will.

Although efforts may fail, these families are bettering their odds by encouraging good communication early on. This is crucial, for if parents take communication for granted, the enduring in silence they overlook does not necessarily mean the children are standing up for themselves.

Having a sense of right or wrong allows all children to recognize injustice, helping to prevent them from becoming victims, bullies, or passive observers.

2. Encouraging children to stand up for themselves

While alternatives to violence must be taught (Fried & Fried, 1996, p. 29), and although retaliation of any kind can escalate the cycle of revenge, children who don't stand up for themselves are most likely to receive further aggression (p. 21). The four families interviewed concurred that it is best for children to resolve conflicts on their own, but ideas diverged regarding when parents should intervene. Moreover, along with some parents' concerns about their children overreacting, there is also a sophisticated awareness of "strength."

Leroy says, "A kid's gotta fight their own battles...and they have to learn to live in society." He has already seen his five-year-old son stand his ground: "[He] was playing catch one day [with boys down the street] and something cranked up. And [he] stood his ground and said he was Japanese and didn't cry and just started stomping his feet, and they let it go."

He will encourage his five-year old son—but not his three-year old daughter—to handle problems on his own. "You run into [their] being a 'crybaby' or being able to stand up...and live their own life."

Helen's similar sentiments extend to her four-year old daughter: "If a parent always steps in, the child only learns to run to an authority figure—and what if one isn't available?" Helen has considered having her daughter learn karate. "I feel she needs the discipline to feel strong as an individual—then, whatever comes, she can deal with it."

Yet parents naturally feel conflicted about leaving their children to fend for themselves, as some situations may be overwhelming. Thus, perceived danger becomes a gauge of when to intervene. Leroy says: "If my kid's in a fight that's above regular kid fighting, I'll take care of it by going to the home. And if I don't get results there, I'll take care of it by going to the kid directly."

However, Junichiro feels that adults must always be involved because children's society is so harsh. He would even report physical bullying to the police. Although such intervening is often felt to encourage victims' weakness, the opposite is possible. A strong reaction from parents sets an example that bullying must not be tolerated. Junichiro says, "If the parents react strongly, then the child is more likely to react strongly."

However, physically fighting back, as a questionable last resort, is not always realistic. Helen points out:

> That's fine if you're big. But if you're not a big person, you can get into more trouble. And, also, thinking about punching out somebody is different from actually doing it. Some people aren't able to do that at all.

Helen concludes the best reaction to any attack is a different sort of strength: "There are many ways to be strong. Boys are encouraged to be physically strong. In the case of *ijime*—that's an emotional issue. The strength you really want to give a child—that's emotional strength."

This would mean, for instance, a child's not being sensitive to ethnic taunts. "You might not be able to [stop the bullying] at all, but you may have a chance to change the reaction of the child."

While the best protection against bullying is, as Junichiro says, "to show and have recognized one's strength," the careful intervention of adults is also crucial. The clear challenge for parents is to reconcile and apply these conflicting ideas.

3. Building self-esteem

Many biracials in Japan have trouble accepting their unique identity—neither Japanese nor foreign (see Yoshida, 1999). Distinguishing physical traits, for instance, present a hardship in conformist Japanese society. Parents strive to encourage self-esteem through their various approaches to "doubleness."

For Leroy, being "double" implies having an additional identity, and that both will coexist equally. Leroy encourages his children to feel both their nationalities and cultures every day. He often asks his children, "Are you American or Japanese today?" Helen, however, de-emphasizes her daughter's duality:

> If there is too much split identity—saying, "I want you to be American; I want you to be Japanese" at the same time—that doesn't translate into a whole identity. It's just a broken person. And those kids are going to be more susceptible to peers.... Psychologically they need that belonging. And here [in Japan] there's that social pressure to belong that makes it even worse.

In three of the four families, it was suggested that children need to be based in one culture, with the second coming later or more peripherally. Helen continues:

> Ideally you'd like to see a child become a "world person," but I've always thought that, "She lives here, she needs to be Japanese".... The first thing that she has to do is understand where she's at now, and who she is as a Japanese. And then, it'll be easier for her to make the shift to an international person.... But she can't be an American and live here.

This implies that a child's too strongly expressing a foreign culture—thereby distancing himself from peers—may encourage attacks. Two of the families are establishing their children's primary language as Japanese. Junichiro says of his daughter, "Before becoming an adult, she needs to master one language and one culture." The choice of primary language and culture, he points out, should be based on where the child will live. He fears that doing otherwise will leave the child with incomplete knowledge—another difference over which *ijime* may occur. Yet not all parents believe complete bilingualism is impossible. While two families focus on Japanese language largely to the exclusion of the other, the families with an American parent were actively teaching English. Leroy jokes that, "Our [second] language resistance is the fact that I insist that they speak English to me."

Ryusuke reports that his Filipino wife "sets a good example" for their son by not hiding from society, but being very active. He moreover believes it's harder to bully a child whose parents are seen at school. Both Helen and Leroy reported being likewise involved in their communities.

Ultimately, Helen's concept of doubleness is not of a doubled identity, but of broader options:

> I don't think you can do anything else for a child than just let them know they have options. In the end I hope she finds what she wants and pursues that . . . . Your gift to them will be a lot of cultural things. . . . That's enough. And when they grow up, they can investigate whatever else they feel they need to know.

4. Instilling an independent sense of right and wrong

Children need to think for themselves to resist "the seduction of mass psychology" (Fried & Fried, 1996, p. 49). Having a sense of right or wrong allows all children to recognize injustice, helping to prevent them from becoming victims, bullies, or passive observers. Ironically, the sometimes larger size of biracials in Japan presents its own dangers. Parents seem to recognize their children's' situations, and the parental role of building moral foundations.

Peers often matter more than parents. "You have to realize the pressure and the need to conform—to belong somewhere—for mixed kids." Nevertheless, "Parents' input has to always be there ... I think it's important for parents to say 'Hey, this is not acceptable'.... Bullying is not acceptable in my book."

Leroy and Ryusuke understand that encouraging aggressive responses may transform the bullied into a bully. This is Ryusuke's main concern:

> I'm more worried about him punching someone and hurting them because they said something bad to him—that's a problem. I want him to learn self-control. Fortunately, he's big enough to defend himself; but he has to be aware of his power.

Ryusuke says he is raising his son's moral sense, including speaking with his son about power and weakness, and taking responsibility for one's actions. He hopes his son's raising animals will teach him "the value of life," and his judo lessons will teach him the pain of being hit and compassion for the pain of others.

Leroy says, "The first phone call we get about bullying is probably that our kid is bullying the other kids." For his family, religion can play an important role: "That's where church comes in.... I hope that what little religious teachings and life style we do in the house...will rub off enough that they will understand that they can't be the instigators of bullying."

Conclusions

The interviews showed the complexity of each family's situation, including parents' differing perceptions concerning gender and "doubleness." Moreover, it was shown that Daulton & Seki's (2000) four "strategies" already exist as goals in many families, about which individual approaches diverge. That is, each family creates its own strategies over time.

Here, the topic of biracial children has been singled out from bullying in general. The authors hope to establish biracial children as a group with additional needs requiring careful attention. The four families who kindly consented to be interviewed have contributed to this effort.

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Note

[1] Daulton and Seki (2000) misidentified some authors and children in *Bullying in Japanese Schools: International Perspectives* (Gillis-Furutaka, ed., 1999) as being biracial when they were not. Moreover, because of an editorial error, only three of the four strategies actually appeared in *TLT*.

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2002 World Cup Korea/Japan: One World, One Game, One Goal!

John Liontas, *University of Notre Dame, Notre Dame, Indiana, USA*

> *For as much as there is a great noise in the city caused by hustling over large balls ... from which many evils might arise, which God forbid, we command and forbid on behalf of the King, on pain of imprisonment, such game to be used in the city in the future.*
>
> —Proclamation by King Edward II, April 13, 1314 (in Bode, 1978)

Introduction

With the highly publicized arrival of the 2002 FIFA World Cup Korea/Japan—the *non plus ultra* of soccer tournaments—and a plethora of books, TV shows, and athletic events dotting the soccer landscape, it is hard to imagine that the game of soccer (or football, as it is more commonly known) could have ever been more popular than it is today. Along with this event come the differing interpretations of the true meaning and practice of fair play of the XVII FIFA World Cup. In today's diverse language classrooms, instructors of Koreans and Japanese must look for the linguistic and cultural opportunities and challenges this quadrennial tournament entails. The way we design and articulate our interdisciplinary language programs can ultimately determine how we and our students will experience the 2002 World Cup Tournament taking place in the Land of the Morning Calm and the Land of the Rising Sun.

The 2002 FIFA World Cup Korea/Japan (May 31-June 30, 2002) will be not only the first in World Cup history to be hosted jointly by two countries, but also the first to be held in Asia. With 13,000 participants, 32 national teams (from 198 countries), 64 matches (32 respectively in Korea and Japan), 3.5 million expected spectators in Korea and Japan, and a projected TV audience of 41 billion, the 2002 World Cup is anticipated to be the most spectacular single sporting event in the modern world. This practical and easy-to-follow teaching guide offers a simple, organized way to develop and implement a World Cup unit in your second language curriculum.

The Cultural Challenge

At a time when "multiculturalism" has become an important watchword, the emotional and often hotly disputed debate over World Cup Summer '02 offers the first and perhaps best opportunity for all Korean and Japanese students of foreign languages to understand the genesis and evolution of the game of soccer. It is of important educational value for all students then to understand that the "Age of Soccer" began long before October 26, 1863, when the world's first football league—The Football Association in England—was founded at the Freemason's Tavern in London. For centuries, different peoples in different parts of the world, and for different reasons, set out to engage in games that closely resemble what we know today as soccer/football. Therefore, soccer can be a good starting point for educating about multicultural recognition, appreciation, and respect. Teaching and learning within a multicultural, holistic approach that spans centuries of history is not easy even for the most willing, knowledgeable, and competent educator. How well you fare will depend largely upon the time, the effort, and the energy you are willing to invest. Recapturing in words and pictures something that has developed over centuries is both a challenge and an opportunity for students of all races and cultures to jointly discover new knowledge.

Discovering Soccer: One World, One Game, One Goal

The following three projects are successful classroom-tested, year-round projects that have been implemented by this author in a variety of second languages, including English, over the past fifteen years. They utilize soccer and the World Cup Tournament as a springboard to language and culture learning and are presented here in no particular order of importance.

アジア初の「2002年日韓共催サッカーワールドカップ」が5月31日から6月30日の日程で開催される。これは、現代社会で最も壮観なスポーツイベントであると考えられる。この指導ガイドは、ワールドカップユニットを第2言語教育に取り入れる方法を提供する。タスク中、英語を使いながら、学習者に準備をさせ、ワールドカップに対しての気持ちを高めていくアクティビティもある。

From ancient times to today

Because this topic spans centuries of history, it is only wise to sub-divide this unit into smaller historic journeys, each an entity in itself, but incomplete if examined outside the larger and more complex framework. Exploring this topic from the viewpoints of history, philosophy, literature, religion, and the social sciences could offer an opportunity for students to produce a World Cup video program. Students could produce a picture and photo series in chronological order accompanied by narrations and descriptive comments; they could interview students and community members on the importance of this year's tournament; or even organize activities celebrating the event, which could then be videotaped as a report or documentary. Students engaged in such projects will keep abreast of activities, both here and abroad, which revolve around this event that has changed the course of sport history in Japan. The final student productions, if they utilize the best of sound, special effects, soundtrack, etc., could even be advertised in the local newspaper or possibly aired on a local cablevision channel.

> ***The 2002 World Cup is anticipated to be the most spectacular single sporting event in the modern world.***

Hooliganism

Based on a study of the history of hooliganism (the word's origin is unclear, but it may come from Patrick Hooligan, an Irish hoodlum in late 19th-Century London), have students write down a series of questions they would ask "hooligans" if they were present in the classroom. Using these questions as a framework, students should discuss the problem from the perspective of the "ugly sports fan." Hypothetical conflict-resolution activities—role-play situations outlining what they would have done differently, and how and why—are highly encouraged.

> ***Soccer can be a good starting point for educating about multicultural recognition, appreciation, and respect.***

A world without soccer?

Have students speculate orally or in writing how their world would have been had the World Cup Tournament, or soccer, not existed. This is a good time to illustrate the prominence soccer has on the world stage, so much so that it can spark the worst sports-related riot in history (a riot after the 1964 Olympic qualifying match in Lima, Peru, left 309 dead and 1,000 injured), or even cause a border war between two countries (Honduras and El Salvador—the 1970 World Cup).

More World Cup Language Activities

The following list contains specific recommendations for a variety of fun and interesting classroom-tested language tasks and projects emphasizing specific and combined skills. Depending on curriculum emphasis and the students' level of linguistic proficiency, interests, and needs, have your students:

1. Research and recapture in words and pictures the origins and evolution of the game of soccer around the world. In particular, have some students find the specific quotes from proclamations by Edward II (1314), Richard II (1389), James III (1457), Elizabeth I (1572) and other European rulers, or specific statements on soccer recorded by John Wonkell of Durham, England (1779), and by Shakespeare in *Comedy of Errors*, (Act II) and *King Lear* (Act I, Scene IV; see Mencke, 1969 for many of these quotes). Some students could research the Internet or the library for material on traditional soccer, while others chronicle the explosive growth of women's soccer from the turn of the century to now. They should also examine how the women's World Cup has increased in popularity and importance. Students could also research the beginnings of the Asian Football Confederation (AFC), the governing body based first in Hong Kong in 1954 and moved to Kuala Lumpur in 1965. For a comprehensive review of the history of the game and FIFA (Fédération Internationale de Football Association), they can visit: <http://www.fifa.com/fifa/index_E.html> and <http://www.fifa.com/fifa/history_E.html>.

2. Find the different names used for soccer around the world such as *Fußball, fútbol, calcio,* and so on, and create a wall poster, *Soccer Speaks All Languages*. They should also collect all possible information found in the newspapers or magazines for a wall poster, *The World Cup Korea/Japan Games of 2002*. For downloadable wallpapers of each FIFA World Cup banner from 1930 to 1998, have them visit: <http://fifaworldcup.yahoo.com/en/e/dc/index.html>.

3. Research and collect information on the previous 16 World Cup Tournaments, including the organization of the world of soccer into six continental confederations or geographical zones (see Liontas, 1994). They should also check out the highlights from 70 years of FIFA World Cup History on video. To watch video clips of some of the most spectacular FIFA World Cup goals and excitement, visit *FIFA's World Cup Goal of the Century* site: <http://fifaworldcup.yahoo.com/en/pf/h/gotc/index.html>.

4. Research which countries have won the World Cup—and how many times—in its 72-year history. In a vertical column, have students list the host countries chronologically from the first World Cup Tournament in 1930. Horizontally, have students complete the following seven categories: Winning Team, Date, City, Opposing Team, Score, Attendance, Referee. This "World Cup History Facts" sheet could be compiled, categorized, and typed on 3x5 index cards for future group or class competitions. The end result: *World Cup History in Headlines: 1930-2002.* For formats of the FIFA World Cup Final Competitions (1930-2002), students can visit: <http://www.fifa2.com/scripts/runisa.dll?s7:gp::67173+wc/2002/format>.

5. List alphabetically, in a vertical column, the 32 national teams that will compete in Korea and Japan this year.[1] Horizontally, identify each country's government, size, population, capital, largest cities, language(s), currency, religion, and anything else pertinent or interesting. "Country Facts" could be compiled, categorized, and typed on 3x5 index cards for future group or class competitions. The end result: *The ABC Map of World Cup 2002.*

6. Make a collection of the official World Cup posters since 1930, as each one of them has borne an artistic style characteristic of the age. These posters have become familiar to soccer fans around the world, and have been the subject of comment and analysis from art critics and historians. The end result: *World Cup Art (1930-2002).* To view the World Cup posters (1930-1998), visit: <http://www.fifa2.com/scripts/runisa.dll?s7:gp::67173+wc/2002/format> or <http://fifaworldcup.yahoo.com/en/pf/h/pwc/index.html>. The 2002 Korea/Japan World Cup poster can be viewed at: <http://www.fifa2.com/scripts/runisa.dll?s7:gp::67173+wc/2002/format>.

7. Provide a statistical summary of the 2002 World Cup Korea/Japan, specifically the answers to the following headings: length of tournament, number of games, attendees, goals, yellow and red cards, penalty kicks, players, tickets sold, international media and broadcasters, commercial affiliates, TV coverage in hours, number of viewers, and estimated economic impact. Much of this information for the 2002 World Cup will become available during and after the tournament—which, pedagogically speaking, reinforces student accountability *before, during,* and *after* the tournament. For information on any World Cup statistics, scores, and the like, visit: <http://www.fifa.com/comp/index_E.html>. For total World Cup matches ranked by wins, visit: <http://www.fifa2.com/scripts/runisa.dll?s7.131970:gp:956001:67173+compstats+T+W+D>.

8. Write down a simple definition of what soccer is, where and how it is played, and by how many players, as well as information on the field, the equipment, the players' skills, field positions, assignments, and responsibilities on the field. A good start for this assignment is the 17 international rules that govern the game. For a complete description of the rules, visit: <http://www.FIFA.com/refs/laws_E.html>.

9. Compare and contrast soccer with other team sports such as football (e.g. American or Australian), basketball, or rugby. Following that, have students speculate and suggest *why* certain sports are more popular than others, and especially why football and basketball have such a high profile in American society. Finally, have students find out whether educational systems around the world, including the Korean and Japanese systems, place a different value on the importance of (traditional) sports in the school curriculum.

10. Discover some of the other traditional Korean games and popular sports, both old and new, played for centuries on festival days, such as New Year, *Chusok* (Harvest Thanksgiving), and *Tano.* They could obtain information on *ssirum* (wrestling, a very popular spectator sport), on *taekwondo* (a Korean contact sport and an official Olympic sport since the 2000 Games in Sydney), on archery (a competitive combat sport that formed part of the education of the Korean nobility in ancient times), or on kite flying (a popular pastime in Korea).

11. Get an insight into some traditional Japanese sports such as sumo wrestling, *aikido* (a modern

martial art derived from the centuries-old tradition of Japanese fighting arts collectively known as *bujutsu*), and *kyudo* (archery on horseback, Japan's oldest martial art practiced by court nobility and military aristocracy for ceremonial reasons as well as to hone martial and hunting skills).

12. Take a (virtual) tour of the twenty Korean and Japanese cities and venues (10 in each country) that will host this year's football extravaganza. Ask students, for example, to visit a city's website and discover all the famous sites, museums, cultural festivals and performances, and tour and shopping information. All the information could then be compiled into an electronic portfolio with audio (or video) narrations and descriptions. Students could also be asked to act out dialogues dealing with accommodation, transportation, and tourist attractions. To view the index of host cities, visit <http://fifaworldcup.yahoo.com/en/da/c/>. To view the host venues index, visit <http://fifaworldcup.yahoo.com/en/da/v/>. For an excellent site about venues in Japan, visit <http://www.jawoc.or.jp/siryo_e/venues/venuesmap.html>.

13. Find out about the names (Ato, Nik, and Kaz) and the colors (yellow, blue, and purple) of the three mascots for the FIFA 2002 World Cup Korea/Japan. These three mascots, whose names were chosen from 987,411 ballots cast by fans over the Internet and at McDonald's restaurants across the two host countries, will be featured on various World Cup souvenirs such as t-shirts, caps, and pins. One assignment could be to find out what the three names symbolize.[2] Students could also be asked to justify the need for mascots as goodwill ambassadors in sporting events.

These are some suggestions that epitomize the pedagogical truism: "It's not the materials that count, it's what you and your students do with them!" While space doesn't permit including more activities here, anyone interested in additional ideas and materials (historical perspectives, synopsis of the rules, and additional activities and games) please contact the author by e-mail: <jliontas@nd.edu>.

Conclusion

Once hailed and honored as the game that assured an abundant crop, soccer is fast becoming the most famous and controversial sport of modern times. For all its interest and relevance, the story of soccer will remain a great mystery should instructors of Koreans and Japanese drop the ball and miss the unprecedented opportunity to present to their students the most spectacular show in sport. As I have argued elsewhere:

> No matter whether it is called soccer, *Fußball*, *fútbol*, or *calcio*, and no matter whether it is played on the sandy beaches of Rio de Janeiro, on the muddy fields in London, in the dusty streets of a village in Cameroon, or on the manicured grass in Chicago's Soldier Field, the world's most universal game seems to have the innate power to transcend all boundaries of race and culture. It speaks all languages, transcends time, appeals to the imagination and creativity of both the young and old alike: in short, it unites the nations of the world unlike any other team sport before it has done. (Liontas, 1994, p. 51)

These activities offer a pluralistic approach by which language educators can begin to formulate workable linguistic and cultural activities involving the game of soccer. Whether or not we will take full advantage of this momentous opportunity and whether or not we will be able to justify to students the need for the presence of this global event in our curricula remains to be judged by those who will participate. Until then, tomorrow's "goals" are ours to seize today. Remember: The possibilities are only as limited as your own creativity and imagination. Have a great 2002 World Cup Korea/Japan Tournament. And don't forget! The next chance you will have "to get the ball rolling" again is four years away.

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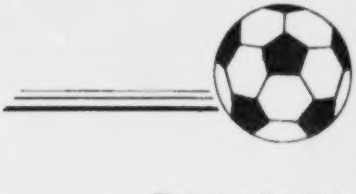
Notes

1 The 32 national teams that will compete in Korea and Japan this year are listed alphabetically below by their corresponding FIFA Confederation: AFC (Asia): China, Japan, Korea Republic, Saudi Arabia; CAF (Africa): Cameroon, Nigeria, Senegal, South Africa, Tunisia; CONCACAF (North and Central America and the Caribbean): Costa Rica, Mexico, USA; CONMEBOL (South America): Argentina, Brazil, Ecuador, Paraguay, Uruguay; and UEFA (Europe): Belgium, Croatia, Denmark, England, France, Germany, Republic of Ireland, Italy, Poland, Portugal, Russia, Slovenia, Spain, Sweden, Turkey.

2 Answer: They are energy particles in the atmosphere "spherics," based on a story that "just" and "evil" spherics are always in a battle; the specific characters are a coach (Ato) and two star strikers (Nik and Kaz). (<http://www.jawoc.or.jp/index_e.htm>).



A(nother) Student Guide to Plagiarism

David McMurray, *The International University of Kagoshima*

The inaugural Readers' Forum column featuring MacGregor's (2002) proposed student guide to plagiarism was an excellent starting point. The monthly distribution of TLT among colleagues inspired me to respond with another view to try and sway some readers to take a softer approach when guiding their Japanese students—who are new to academic writing in English—away from willful plagiarizing. I support this thesis with three points intended to improve her guide. Academic definitions for plagiarism vary; it might be more effective to inform students that it necessarily implies the intent by the student to deceive the reader. Undergraduate EFL writers can rarely distinguish what is common knowledge, and in most disciplines and cultural arts in Japan, students intent on graduate study or mastering a skill must copy the work of their mentors before attempting their own creativity. Rather than focus on citing one source, a practical model could guide students to cite several sources, while adding their own voice to a passage.

1) Instead of scaring novice students about the penalties of failure and expulsion from school, teachers who emphasize the positive aspects of quoting authors, for example to share new avenues of research with their readers, will likely motivate students past the hurdles of writer's block and toward wanting to understand more about the strange codes and special language of academic culture. The stark definition of plagiarism referred to in the guide meant for high school and undergraduate students is an extreme one coined by Gibaldi who, as lead editor of the MLA Style Manual for graduate students and teachers warns that plagiarists could lose their degrees, tenure and jobs. His definition leaves no room for excuses of unintentional copying or of making no attempt to conceal the sources (1998, p. 151). EFL learners' dictionaries, however, soften this strict interpretation and include the proviso that being accused of using another person's ideas or work also implies the student actually pretended that it was his or her own. For example, the Cambridge learner dictionary entry for a plagiarist includes this escape-route model: "I was accused of being a plagiarist, but it was just a coincidence that what I wrote was like what she wrote" (Proctor, et al., 1995, p. 1074).

2) First year students of a discipline have little or no repertoire of common knowledge and recognize few famous quotations in English. In addition to providing Martin Luther King's quotation as such an example in the guide, students might find comfort in also learning that the famous pastor, who plagiarized his own doctoral dissertation and graduate essays, was well-known for using the words of others, unacknowledged in his speeches perhaps because of his dream that religious teachings would be considered a shared wealth, not private property (Angelil-Carter, 2000, p. 40). When my students and I tried the sample worksheet found in the appendix suggested by MacGregor (2002, p. 15) we decided that the answers to the quiz were: (a) It is a quotation because there are quotation marks and a citation; (b) The name of the author of the article can't be guessed, only the author of the quote is identified; and (c) The article was published sometime after the cited MacGregor article was published. We remain unsure of our responses because the text used in the appendix with quotations was also used in the main article without quotes but sourced to an article written in 2001 by MacGregor in *Lingua*—which must be the clue to the chase. My students complained, however, that only I as a colleague in the same discipline as the author possessed that necessary key to understanding.

3) It is more useful for students to be shown how to cite several sources and combine them into a paragraph and how to find some remaining room in that paragraph to add some of their own thoughts. Successful EFL learners are taught to "chunk" pieces of language together rather than construct sentences word by word. In so doing they tend to chunk phrases by several researchers that they are often unable to summarize or paraphrase; they require a model. The Cambridge International Dictionary of English aimed at EFL learners of intermediate abilities included in the entry for "plagiarism... 'If you steal from one author, it's plagiarism; if you steal from many, it's research' (believed to have been said by Wilson Mizner, 1876 - 1933)" (1995, p. 1074).

In the same manner as MacGregor (p.14), who shared a "Further Reading" list with her colleagues to help us study more about this important topic, students respond to being encouraged to share information because it could be helpful to their classmates, not to being discouraged by the threat of penalties. Novice students can be motivated, with the carrot rather than the stick, to bring their own knowledge, culture and personal history into their writing, which includes interpretations of others' helpful work.

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The author replies

Laura MacGregor, *Gakushuin University*

I will briefly respond to McMurray's reflections on my article to clarify my position on teaching students about plagiarism and respond to some of his remarks.

1. I am not suggesting that teachers "scare" novice students. However, explaining the penalties plagiarism carries helps them understand an important cultural difference between academic writing in Japanese and the expectations of a western audience.

2. I maintain the generous position that students who are new to academic writing plagiarize unknowingly. Teaching students what plagiarism is and ways to avoid it levels the playing field. Then, teachers have the right to judge the work.

3. Coincidental occurrences of similar thoughts and ideas are certainly possible and any fair evaluator would give students the benefit of the doubt. What is more to the point is to alert students that cutting and pasting long passages from a published source without acknowledging it is not allowed. Nor is splicing and weaving phrases from two or more sources.

3. Thank you for pointing out the error in the appendix. Question (b) in Part C should read, "Who is the author of the quotation?" Perhaps this exercise was too simplistic for your students, who may already know the elements of quoted material. I did indicate, however, this worksheet was intended as an introduction to plagiarism. In my experience, many student writers are unaware that they must put quotation marks around quoted material and annotate the quotation in a certain way. The exercises in the appendix simply build awareness of what a quotation looks like.

4. Your suggestion to show students "how to cite several sources and combine them into a paragraph and how to find some remaining room in that paragraph to add some of their own thoughts" may be well-intentioned, but this is far too difficult a task for novice writers. Instead, students new to academic writing should be responsible for no more than two or three sources for an entire paper and should only be expected to handle one source at a time.

In closing, I agree that positive motivation is essential for positive performance. However, there is no need to offer a carrot; a plagiarism-free paper should be reward enough.

CALL FOR PAPERS

The Global Issues SIG hopes to present a special issue of *The Language Teacher* in March 2003. The theme will be: Education for Global Citizenship. Proposals for interesting and insightful articles in English or Japanese should be sent to David Peaty <pt@lt.ritsumei.ac.jp> by July 20. First drafts are due by October 10, and final manuscripts by December 10.

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An Affiliate in Your Life

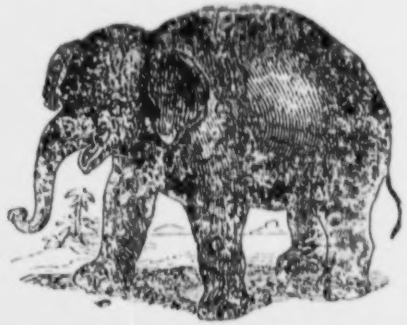
edited by joyce cunningham & miyao mariko

This month our column will focus on the hospitality and excitement of ThaiTESOL as well as inform you about several other upcoming conferences throughout Asia. The co-editors encourage 800-word reports about your chapter's activities, challenges, and solutions in English, Japanese, or a combination of both.

Around Asia with JALT's Affiliate Partners

The elephant that strolled by the restaurant while I was having dinner before the conference started was the first tip-off. Going from my hotel room directly to the presentation rooms and the coffee breaks (with sweets!) built into the schedule let me know that this was not the run-of-the-mill conference. But the smell of the buffet food wafting through the exhibitors' area cinched matters. Was I dreaming? Perhaps I was, but all these things were part and parcel of the wonderful and exotic ThaiTESOL conference.

Led by President Suchada Nimmannit, ThaiTESOL is a vibrant organization with connections to the Thai education system that JALT can only dream of. In Thailand, the term *nam-jai*, or flowing heart, is indicative of the grace and consideration with which Thai people treat guests, and the ThaiTESOL conference was (and always is) a reflection of that spirit.



ThaiTESOL, KOTESOL, ETA-ROC, and now FEELTA are partners with JALT in PAC (that's either Pan-Asian or Pacific Asia Conferences depending on who you talk to). The results of PAC cooperation were on display in Kitakyushu, but you need not wait until the next PAC conference (PAC4, hosted by ETA-ROC and scheduled for November 8-10, 2002 in Taipei City) to enjoy what our affiliates have to offer. These teaching organizations have their own conferences that offer a wonderful experience for JALT members.

In my role as conference program chair for JALT2002, I found a number of ideas about organization that I hope to incorporate into our own conference, especially in regards to scheduling. I was also impressed to find several presenters, based in Thailand, Hong Kong, and the Philippines, working in similar lines of research as I am. I also had a chance to talk to a number of old JALT hands, something which I don't have a chance to do when I'm at a JALT conference.

ThaiTESOL boasted of a number of luminaries, including Tom Scovel, David Evans, and Mike McCarthy, as plenary speakers, and it was wonderful to hear them; but for me, the key attraction was that it was held in Chiang Mai, in the northern part of Thailand, famous for fiery dishes and a long cultural history. The idea that I could go as part of "work" was of course too tempting. Though many universities have a fixed set of locations that are approved for travel expenses, the falling cost of air tickets, cheaper accommodation, and food costs allow you to combine business and pleasure.

Though it is past the deadline for submissions, FEELTA will be having its conference from June 24-26, 2002, at Amur State University in Blagoveshensk, up from Vladivastok on the Orient Express. FEELTA will be hosting PAC5 in Vladivastok on June 27-28, 2004. More information can be found at <www.dvgu.ru/rus/partner/education/feelta/info.htm>.

KOTESOL's annual conference is scheduled for October 5-6, 2002, to be held in Seoul, and the deadline for submissions is June 15, 2002. More information at <www.kotesol.org/index.shtml>.

As I mentioned before, ETA-ROC will be hosting PAC4 together with their annual conference on November 8-10, 2002. It's rather close to JALT's conference in Shizuoka (November 22-24 in Shizuoka), but it may well be possible to attend both, given that the conference will have some inexpensive accommodation packages that include lunch. JALT's own Andy Barfield will be giving the opening plenary, which is all the more reason to attend. Please look at <http://mx.nthu.edu.tw/~katchen/pac4.htm> for more details.

And finally, ThaiTESOL's next annual conference is scheduled for January 23-25, 2003, in Bangkok. Rather fortunate that, in that the University Center *Shiken* is scheduled for January 18-19, 2003. The deadline for submissions is July 15, 2002.

It was Goethe who said that to understand one's own language, one must study another. The chance to go to ThaiTESOL gave me a new appreciation for problems and possibilities within my own situation, and linked those to situations in Asia.

If you would like more information about any of these conferences, please feel free to contact me at <jtomei@kumagaku.ac.jp>.

Reported by Joseph Tomei,
JALT Representative to PAC

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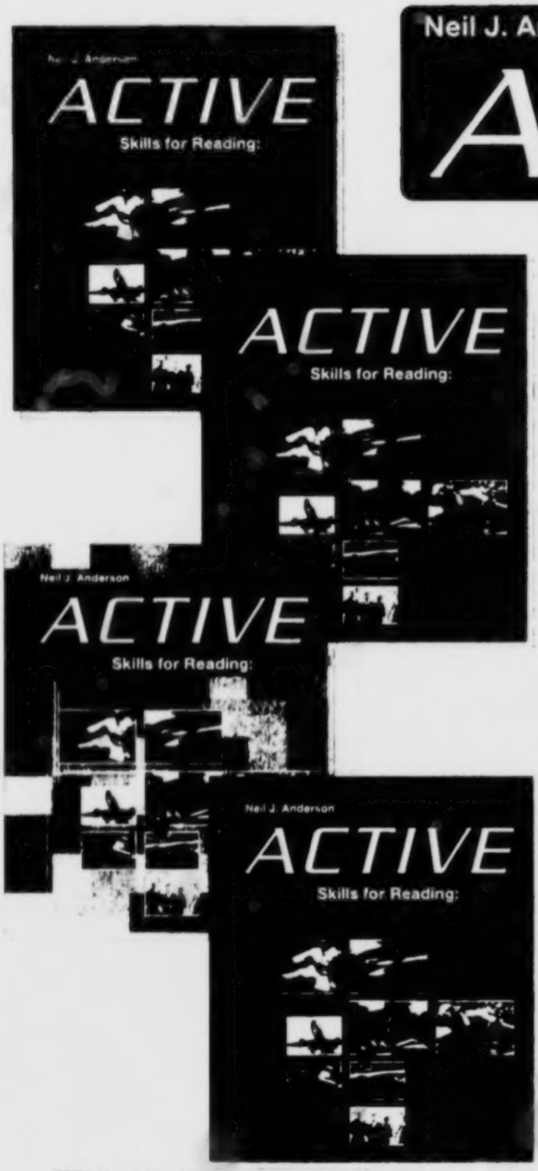
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Neil J. Anderson is a teacher educator in the MA TESOL program at Brigham Young University, Provo, Utah. His research interests include second language reading, teaching and learning styles language learning strategies and second language evaluation and testing. In 2001 - 2002, he served as President of TESOL International.

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My Share

edited by brian cullen and erin burke

"Magical Banana" and Free-Association as Conversation Aids

Jeffrey Mack Elliston,
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Quick Guide

Key Words: Conversation practice, oral production
Learner English Level: Moderate to advanced
Learner Maturity Level: High school and above
Preparation Time: 5 minutes
Activity Time: Varies

Japanese students are notorious for being shy and reluctant to speak in language classrooms, especially when compared to students from the Middle East, South America, and Africa. Though Japanese students often have memorized vast amounts of vocabulary, they may be too nervous and conscious of themselves to engage in conversation comfortably. In addition, teachers who want their students to practice for oral interview tests may not have many ideas for helping students study. However, using this simple Japanese children's game as a springboard, teachers can simulate the thought processes involved in conversation, and help students become better, more relaxed speakers.

Procedure

In Japan, many elementary age children are familiar with a game called "Magical Banana." In this game, one child begins by saying, *"'Banana' to ittara, kiiro,"* or "If you say banana, I think 'yellow.'" The next child then says, "If you say yellow, I think, 'giraffe.'" Though the game usually starts with *banana*, from there answers vary. Players then take turns free-associating in this manner, until everyone has had a chance to speak, and then the players start again if they wish.

In the classroom, make all the students arrange themselves in a circle. The teacher begins and allows the students to go around the circle playing Magical Banana. Though this game is obviously too easy for older students, it works nicely as an icebreaker, relaxes the students, and then gets them used to free-associating. Even advanced students will often pause for several seconds to consider their answer, so it is a good idea to encourage them to say the first thing that enters their minds. Tell them if they take more than two seconds, they are trying too hard. After students have had two or three rounds of Magical Banana, explain to them that conversation is very similar to playing Magical Banana.

Have all of the students in the circle stand. Pick a topic, preferably an easy one at first, and tell one of your students to begin talking about this topic for thirty seconds. If the student does not know about this topic, they should free-associate, or Magical Banana their way to a topic that they do know. At the end of their 30 seconds, the speaker selects a new student and sits down. The new student begins on the topic the original student left off with, talks for 30 seconds, and so on until everyone is sitting down.

For example, if a student is asked to talk for 30 seconds about dinosaurs, they might say, "dinosaurs are large like elephants." Then, "As a child, I often went to the zoo to see elephants." From here they could talk about zoos, childhood, trips, or whatever they are more comfortable with.

Increasing Students' Awareness of Their Roles

Phil Julien, *Bunka Women's University*
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Quick Guide

Key Words: Student awareness, discourse functions
Learner English Level: Intermediate to upper intermediate
Learner Maturity Level: High school and up
Preparation Time: 30 minutes
Activity Time: 30-50 minutes over a span of 3 to 4 classes

Last year, I was teaching a course whose purpose was to develop communicative skills and habits through small group interaction. As the term went on, I noticed that instead of responding to the comments of other students, conversation was usually initiated by myself, responded to by a student, and followed up on by myself. Thus the pattern (T-L1-T-L2-T) developed. In an ideal situation, students would respond more directly to comments from one another, thus creating the following pattern (T-L1-L2-L3-T-L2). The purpose of this paper is to provide a number of ways to increase learner motivation and to raise learner awareness of their discourse roles.

Step 1: With the students seated in a circular fashion, have the students first draw a layout of the class members. Once the discussion begins, the students are to draw a line from the student who gives his/her opinion to the student who responds to the opinion, creating an "interaction chart." At the end of the discussion, have the students compare interaction charts with each other and with your own.

Step 2: In an attempt to sensitize the learners to their roles in maintaining discourse, have the students brainstorm and create a list of functions that are performed by interlocutors during discourse. The final list will probably include functions such as proving information, agreeing, or disagreeing with the previous speaker. For a more exhaustive list, see Nunan (1995).

Step 3: Using this list of activities, have the students monitor their own contributions and the contributions of one other student over a number of discussions. This is done by creating a check sheet of discourse functions and having the students place a check next to the function each time it is performed by himself and that one other student. I recommend collecting and using this sheet a number of times so students can note their progress and become familiar with keeping their personal records.

Step 4: The next step is to design an information gap activity that facilitates student-to-student interaction in a group setting, allowing them to employ the discourse functions they have worked on during the previous classes. This time, the students aren't asked to monitor themselves; only the teacher is. For this task I used an information gap activity in which the students were broken up into small groups, asked to discuss a problem, then report back to the class about their decisions. With my class, we used the topic of abortion to spark discussion. Each group of three students was given information about the same four women who were seeking an abortion. In small groups, they were to rank them in order from the person who had the strongest reasons for having an abortion to the person with the weakest reasons. Although the groups *thought* they had identical information, their information varied slightly enough to spark agreement and disagreement from the other groups. At the end of the discussion, show the students the interaction chart from this discussion and compare it to one from an older discussion.

Conclusion

My students seemed to enjoy this series of activities because they were guided toward discovery of their roles. Instead of a simple information gap activity, the students were first asked to discover their roles in discourse. Once that was accomplished, they were able to use discourse management strategies in basic information gap style activities. Thus combining information gap activities with activities aimed at raising awareness, the students were able to better understand their roles in discourse.

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Haiku for Children

David McMurray, *The International University of Kagoshima, Shimofukumoto*
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Quick Guide

Key Words: Haiku, listening, vocabulary, syllables
Learner English Level: Beginner
Learner Maturity Level: Grade 3+ Elementary School Children
Preparation Time: Quick add-on to almost any existing lesson
Activity Time: 10 minutes
Materials: Crayons, paper, and props borrowed from the day's lesson

Providing children with the necessary language tools to capture in a poem what they see and feel can be a rewarding experience for both the teacher and student. Most children are curious about the bugs, small animals, and wildflowers they come across in parks and schoolyards, and will watch or toy with these natural wonders for hours on end. This ability to closely observe nature means they have likely witnessed images that could be formed into an interesting piece of poetic literature. A child can help an adult to see things they may have long forgotten.

Example 1

Fireworks display
the boy in his father's eye
illuminated

Once children enter the classroom, however, it can be quite an endeavor to get them to talk about what they had just enjoyed playing with outdoors. By the third year of elementary school in Japan, students are introduced to Japanese haiku and counting 17 syllables (*morae*) arranged in a 5-7-5 meter. As of April 2002, in general study classes at this grade, some teachers are introducing English games, songs, and other enjoyable oral communication activities. With a little creativity, teachers can bridge these two classes and introduce *haiku* as a motivational and productive EFL activity. When students find out that children their age in America, Britain, France, and 20 other countries are also learning about *haiku* in their classrooms they can really become inspired.

Procedure

The brevity of *haiku* lends itself easily to a 10-minute chunk of a lesson plan, for example, warming up or winding down a lesson that is intended to teach the question "What is it?" and perhaps includes a game about insects, with a haiku. For example, try the following contest-winning poem with its third line missing, that was composed by a 9-year-old boy in a grade 3 class in Fukushima (JAL Foundation, 1991, p. 8).

Example 2

Cast a magic spell
on a pansy and it becomes
____

Read out the first two lines, modeling some wizardry theatrics if you like, and show the students three pictures used in the main lesson: perhaps a rabbit, an ant, and a butterfly. Ask the students, "What is it?" To make sure everyone realizes the answer to the trick, draw a quick picture of a pansy on the board to show how it can look like the wings of a butterfly. Show just one more *haiku*—to keep them keen again in tomorrow's lesson when the topic in your textbook may change to "This is a pen"—such as the following one that a 9-year-old Japanese girl placed on the Children's Square website <www.bekkoame.ne.jp/~ryosuzu/childrensquare.html>.

Example 3

____
in the flower garden
playing hide-and-seek

Read out the last two lines, and show three pictures of animals as possible answers while enunciating their names and asking, for example "a hippopotamus, a cockroach, and a ladybird, what is it?" The whole class will likely pronounce "a ladybird" gleefully, but be on the lookout for one creative child who might shout out "a bee" while pointing to a picture he drew showing the insect half-inside a flower. The reason why *haiku* works like magic for these reasoning tasks is because of its pithy form that uses a minimum of grammar, and contains just two images and one key word (usually a seasonally referenced noun). For homework that evening, you could ask students to draw three pictures of insects they see on their way home. The next day you'll be simply amazed when they volunteer their own *haiku* images and say "This is a cicada, this is a mantis, this is a beetle," then ask you to review the magic grammatical formula: "Cast a spell, on a (leaf) and it becomes, a (mantis)."

Counting Syllables

Another 10-minute oral exercise involves helping students to listen to the syllable count of not just words, but phrases. This lesson serves as an early warning to help elementary students understand that English words are not pronounced like their *katakana* counterparts. And if they remember the lesson, by junior high school they'll fully understand why words are divided into syllables in their dictionaries and by senior high even figure out what diphthongs are. *Haiku*—because of its rhythm—is meant to be listened to. Although Japanese *haiku* generally follows a strict 5-7-5 syllable pattern that is easily discernable because each syllable is evenly stressed, English *haiku* comes in any number of syllables and stress count. English *haiku* written on three lines are usually read in three breaths. Don't emphasize spelling, but write down one *haiku* on the blackboard and read it aloud slowly for the class. Don't have them copy it; just ask them to listen carefully. The students will already know how to count the syllables of Japanese using their fingers; you can introduce them to counting syllables in English. I suggest using a *haiku* that has a number in it, such as the following traditional one composed by master Yosa Buson (1716-1783). I found it along with a *haiku* picture (*haiga*) and English translation, easily simplified to an English 5-7-5 syllables form, in a *haiku* picture book for children (Nishimoto, 1998, pp. 10-11). Ask students to sketch a picture of what they imagine the poem to be about with varying numbers of houses to show to their classmates.

Example 4

Sami dare ya
taiga o mae ni
ie ni ken

Heavy rains of spring
two houses stick together
rushing river bank

Remember, just introduce two *haiku* during a 10-minute lesson chunk if you want to keep your students eager past the next day. As you read it, ask the students to try counting the 12 syllables they hear in example 5 with their fingers. It is a striking *haiku* with a lingering message composed by a grade 10 student in Rochester, New York—perfect if in tomorrow's lesson you want to move from the counting of elephants to focus on global issues.

Example 5

Grand piano
in the spotlight
ivory keys

References

JAL Foundation. (1991). *Haiku by the Children*. JAL Foundation: Tokyo.

Nishimoto, K. (1998). *Haiku Picture book for Children; Haiku no Ehon*. Heian: California.

Resources

As of April, 2002, English *haiku* can be found on some cans of ITO-EN green tea which is available from convenience stores.

There is *haiku* in every Wednesday edition of the *International Herald Tribune Asahi Shimbun*.

There are *haiku* websites at <www.asahi.com/english/haiku> and <www.tecnet.or.jp/~haiku>.

Advertiser Index

Key: IFC = inside front cover, IBC = inside back cover, OBC = outside back cover

DynEd	24
Nellie's	28
Oxford University Press	2, OBC
Thomson	18, 19
JALT2002 Conference	IFC
The Electronic Publications from JALT	IBC

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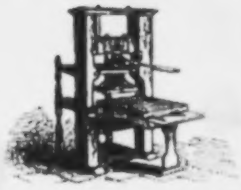

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Since 1993, when DynEd Japan was founded, we have been a strong supporter of JALT. We have dedicated ourselves to providing straight, honest information and feedback to schools and teachers. This year the founder of DynEd International, Lance Knowles, will be a Featured Speaker at the National Conference in Shizuoka. His workshop theme is integrating multimedia and the classroom, one of the greatest challenges in English CALL programs today.

Finally, I might mention that DynEd International is an owner-operated company. A company started by teachers for teachers is still, 15 years later, true to its founding principles. We believe that this dedication makes DynEd special. When we say "our company," we mean it literally.

We welcome your interest. DynEd Japan's website starts at <www.dyned.com/japan>. My contact is <bgatton@dyned.com>. As always, I thank you for your interest and support.

Bill Gatton
President, DynEd Japan

Departments

Book Reviews

edited by amanda obrien

Taboos and Issues: Photocopiable Lessons on Controversial Topics. Richard MacAndrew and Ron Martinez. Hove, England: Language Teaching Publications, 2001. pp. 40. ¥3,720. ISBN: 1899-396-411.

I remember one JALT workshop in which the presenter said with chagrin that major ELT publishers often explicitly or implicitly forbid authors to write about sex, divorce, death, or other controversial political or personal issues that might upset some students or their parents. He went on to say that these are the very topics students discuss avidly in private conversations and are often far more motivating than standard topics like asking directions or describing one's home. Well, that presenter would be more than satisfied with *Taboos and Issues* since it explicitly seeks to exploit controversial topics in order to pique students interest and stretch their mental muscles. Warnings are given about some topics being potentially offensive or inappropriate among certain groups, but since the book consists solely of photocopiable units, teachers can pick which topics are appropriate for their classes.

Some of the topics covered include taboo topics, death, nudity, prostitution, censorship, designer babies, sexual harassment, gay families, AIDS, human organ sales, lying, trans-sexuality, homelessness, swearing, animal rights, national stereotypes, divorce, guns, abortion, legalizing drugs, shocking news, privacy rights, euthanasia, common mental disorders, email fantasizing, suing mania, and various addictions. Some units (but I wish more) have hilarious or thought-provoking cartoons, though one cartoon and a few questions went beyond what I would feel sensitive, even in discussing controversial topics. That notwithstanding, there are numerous stimulating topics, and you can always edit out a cartoon or not use a section or question which you feel inappropriate. For example, I felt the cartoon in the sexual harassment section degraded women unnecessarily in order to talk about sexual harassment.

In this regard, I highly recommend beginning with the unit on taboo topics before getting into other discussions, since students need to know how to express a discomfort or unwillingness to speak about areas that they feel are too personal. It is also good for students to see that some taboo topics are similar across cultures and others differ widely. Areas covered in this unit include: whether you like giving information out like marital status, your age, and income; when or with whom giving personal information might be appropriate; and ways of asking or responding to personal questions. Specific examples of touchy questions like "Are you married?" and statements like "I think you've had enough to drink" are given, and students have to decide who, if anyone, could ask them this, and to whom they could say these things. Finally there are questions on your own level of directness and experience with inappropriate questions.

Each unit, like the above, is two pages long, and typically has opening discussion questions, a reading, comprehension questions, a language section, and final discussion questions. Some units have subtopics and further language and discussion sections. The readings include a variety of articles, stories, opinions, advice columns, dialogs, and such. Language sections involve work on needed vocabulary, collocations, idioms, useful expressions for discussion, and the like. Comprehension questions were about the overall gist as well as important details, while discussion sections often had questions or statements with which to agree or disagree and comment. I was impressed at the creativity and thoughtfulness that went into each of the above sections.

My suggestion for a future book would be to include sections more directly related to controversial religious and spiritual issues, including the underlying supposition to most university discussions, namely that values and morals are relative with no universal basis. In other words, this book and many others seem to assume that all the issues are just a matter of personal preference and ideology, but that in itself is an issue. It's almost as if fundamental worldview and religious questions are too controversial to address. On the other hand, the book almost goes overboard in redressing the lack of sex-related discussions in other texts. In most all sections, good arguments on both sides of the issues are presented, except for that entitled "Nobody needs a gun," which even a gun-control advocate from the States like myself found overly one sided.

Overall, I highly recommend this book for anyone teaching a high intermediate or advanced level of college or above students, as well as mature high school students. Reservations expressed above are outweighed by the accessibility of the material, the high-interest topics, the organization and creativity of the various sections, and the flexibility teachers have to bring their own material into the debate.

Scott Bronner
Waseda University—Center for International Education

Can You Believe It? Stories and Idioms from Real Life. Book 1. Jann Huizenga. New York: Oxford University Press, 2000. pp. 113. ¥2,190. ISBN: 0-19-437279-0. Cassette: ¥3,000. ISBN: 0-19-437280.

As stated in its general introduction for teachers, the *Can You Believe It?* series is geared at helping to teach beginner, high beginner, and low intermediate ESL/EFL students "...high-frequency idioms, two-word verbs, and fixed expressions in the context of true, memorable stories. . ." (p. v). My experience in using this material with advanced high school students and adult learners has proven that this goal is easily attainable.

The entire series includes three textbooks, each with its own listening cassette. In this review, I will discuss Book 1, which is specifically targeted at beginners. However, I found that my intermediate and advanced students enjoyed the stories and benefited from the lessons. I used the book with both high school and adult classes.

The stories are real-life vignettes that stimulate students' interest and provide points for discussion. Book 1 has 15 units with stories, that are similar to newspaper extracts, taken from a variety of locations and countries. Each tells about a humorous or unusual occurrence. As an example, the first story deals with an American woman who goes to a mechanic to find out why her car has a bad smell emanating from the heater. The mechanic discovers a dead python in the engine. On average, the stories are 10 to 12 sentences long and uniformly have six idioms or phrases. The particular idioms for this story were "get rid of something," "turn something on," "get worse and worse," "can't stand something," "what's the matter?" "take a look," and "lose it." (p. 2)

In preparation for this review, I followed the suggested lesson format as described in the general introduction for teachers. There were nine steps: (1) read the story quickly, (2) listen to the story, (3) read the story slowly and carefully, (4) complete the idioms, (5) recite the story using only the pictures in the text as guides, (6) discuss the story and the idioms, (7) write about yourself using the idioms, (8) take a dictation that uses the idioms, and (9) fill in the blanks in a dialogue that uses the idioms. Another suggested step was to have students roleplay the story. Instead, I used the story as the starting point for a conversation. I had students share similar stories about themselves or about others. I also asked students to explain what they would do if they were faced with a similar situation.

The cassette features readings of the text stories and dictation assignments. I found these to be helpful in giving the students another voice to listen to besides my own. Since the readings are done by a variety of individuals, students can hear several different voices and accents. The textbook is designed with an answer key for text assignments and a set of appendices that include idiom groupings to assist in retention, a grammar section, and a lexicon section that offers additional information about each idiom or phrase. Additionally, there is a list of specific teaching instructions included in the text. This helps to map out lesson plans and is especially useful for those new to teaching.

The visual style of the text is clear and includes black and white photographs and cartoons. The layout is comfortable and easy to follow, with wide margins for student or teacher notes.

I found the text, the stories, and the lesson format to be excellent. The materials may be used by themselves or as supplements. The lessons were easy to organize, enjoyable and useful for students, and provoking of further discussion. I was particularly pleased with the way the lessons may be adapted for use at a variety of language levels. The *Can You Believe It?* series is a wonderful teaching tool.

Dr. Patrick Dougherty
Himeji City JALT

Recently Received

compiled by linh t. pallos

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will not be available for review after the 31st of May. Please contact the Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when

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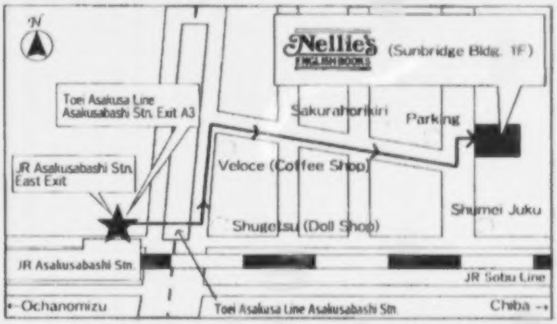
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For Students

Course Books

The Structure of English: Studies in Form and Function for Language Teaching. DeCarrico, J. S. U.S.A: The University of Michigan Press, 2000. (with Workbook).

Supplementary Materials

TOEIC Mastery: Study Guide and CD-ROM for TOEIC Test Preparation. Rogers, B. American Language Academy Inc., 2001.

JALT News

edited by mary christianson

Greetings! I'm Mary Christianson, and I'll be your Acting Director of Records, taking over from Amy Hawley, until the next election. Speaking of elections, the call for nominations is open for several positions at the national level. Not satisfied with the direction JALT is taking? Get involved! Nominate someone you know (yourself, even), voice your concerns to the candidates, and by all means VOTE! Make this organization work for you.

こんにちは。Mary Christianson です。書記担当として、Amy Hawley より、次回の選挙まで仕事を引き継ぎます。選挙と言えば、全国レベルで何名かの立候補者を募集しています。ＪＡＬＴの方針にご不満ですか？　ご参加下さい！お知り合い（ご自身も！）を立候補させましょう！立候補者に関する意見をお寄せ下さい。とにかく、投票しましょう！この組織を自分達のものとしましょう。

Call for Nominations

Nominations are now open for the following JALT National Officer positions: Director of Program, Director of Treasury, Director of Public Relations, Auditor, and Director of Records. All terms are for two years (except for Director of Records, which is for one year only this time) beginning immediately after the Ordinary General Meeting at the JALT2002 Conference. All nominees must be JALT members in good standing. To nominate someone (yourself included), contact Edward Haig in writing by letter, fax, or email at the Faculty of Language and Culture, Nagoya University, Furo-cho, Chikusa-ku, Nagoya-shi, 464-8601; (f): 052-789-4789; <haig@lang.nagoya-u.ac.jp>. When making nominations, identify yourself by name, chapter affiliation, and membership number, and include your contact information. Identify your nominee by name, chapter affiliation, and membership number, and include his/her contact information. The deadline for nominations is June 1, 2002. The ballot card will be included in the September issue of *The Language Teacher* and voting will end on October 25. Anyone with further questions about the elections should contact Edward Haig at the numbers above.

立候補者募集

次の全国選出役員の指名が始まりました。企画担当理事、財務担当理事、広報担当理事、幹事、及び書記担当理事。任期は2002年度総会後の2年です(ただし、書記担当理事は1年)。立候補者は会員に限ります。自薦他薦を問わず、手紙、Fax、EmailにてEdward Haigまでご連絡下さい。連絡先: 〒464-8601　名古屋市千種区不老町 名古屋大学 言語文化部 (Fax:052-784-4789; Emai: haig@lang.nagoya-u.ac.jp)。推薦して下さる方は、お名前、支部、会員番号、連絡先を明記して下さい。立候補の締切りは、2002年6月1日です。今年は投票用紙が、The Language Teacher 8月号に添付されます。10月25日までに投票して下さい。ご質問は、Edward Haig まで。

SIG News

edited by coleman south

CALL—The JALTCALL SIG would like to invite participation in its 7th Annual International Conference, ***JALTCALL 2002: Local Decisions, Global Effects***, to be held at Hiroshima Jogakuin University Saturday, May 18-Sunday May 19, 2002 (with special events on May 17 & 20). Themes which will be explored in conference presentations—online, poster, and traditional—will be the possible global effects of teacher, student, and administrator decisions in CALL and their influence on intercultural understanding, environmental and social change, and personal transformation and growth. To find out more about the conference and for information on traveling to Hiroshima and cultural and entertainment events you can enjoy while there, go to the JALTCALL website (see SIG contact list).

GALE, GILE, & PALE—These SIGs along with two NGOs are cosponsoring a conference entitled ***Peace as a Global Language*** to be held in Tokyo, September 28-29, 2002, at Daito Bunka Kaikan (of Daito Bunka University). Conference themes include teaching about human rights, conflict resolution, gender issues, environmental issues, and peace. Language teachers, other educators, activists, and students are all welcome to attend as well as to give presentations or workshops. Presentations can be in English, Japanese, or bilingual. For more information please visit the conference website or contact the coordinators of GALE, GILE, PALE, or the Peace as a Global Language Conference Committee c/o J. Nakagawa (see SIG contact list).

Learner Development—Enjoy Mt. Rokko in the autumn! The LDSIG will be holding another autumn retreat in the mountains above Kobe on October 5-6, 2002. Current plans are that it will be a sharing of work towards an anthology of research into learner autonomy, planned for publication sometime in 2003. Watch this space for more details, or contact Steve Brown or Usuki Miyuki (see SIG contact list).

Pragmatics—The Pragmatics SIG wishes to invite any of its members who will be attending the Pan-SIG Conference at Kyoto Institute of Technology to an informal spring get-together from 5:00-6:00 p.m. Saturday, May 11, 2002. Please meet at the Pragmatics SIG table at the conference.

SIG Contacts

edited by coleman south

Bilingualism—Peter Gray; t/f: 011-897-9891(h); <pag@sapporo.email.ne.jp>; <www.kagawa-jc.ac.jp/~steve_mc/jaltbsig>

College and University Educators—Alan Mackenzie; t/f: 03-3757-7008(h); <asm@typhoon.co.jp>

Computer-Assisted Language Learning—Timothy Gutierrez; t: 0823-21-4771; <timothygutierrez@yahoo.com>; <jaltcall.org/>

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Chapter Reports

edited by richard blight

Chiba: February—***DramaWorks*** by Theo Steckler and Marc Sheffner. The presenters started their collaboration when Sheffner (a college educator) received some tips from Steckler (a theater director) on how to bring life into the dialogues that he was teaching in class. They discovered that by creating complete scenes and adding various elements (including the physical motions to use when delivering dialogues), students improved their intonation, pronunciation, comprehension, short-term memory, usage, grammar, and paralinguistic features, and the class was also really energized. Together the presenters wrote their own dialogues, complete with theatrical methods and cultural notes, and compiled these into a book which tells the story of Nobu, a student from Osaka, who has a series of adventures and mishaps on his trip to New York. Steckler lead the participants to perform some fun interactive dialogues by first providing some quick warm-up activities, which were later used as building blocks for the scenes. Sample materials were provided at the end of this lively presentation.

Reported by Joseph J. Falout

Fukui: February—*Using Games in the Classroom* by Sam Adelman. Adelman discussed why games should be used and then demonstrated some that he uses in schools. Games motivate students and improve memory retention, present more life-like situations, and offer a more natural way to learn. He said it was important to match games to students' physical, social, and mood levels. Teachers should ask: Do students get along well? What do they already know? How long are their attention spans? What are students interested in? He stressed the importance of games being fair; everyone should have the same chance of winning at the beginning of the lesson. Games should be integrated as part of the lesson, not as a break from it, and they should relate to real life. Games should be evaluated during and after play to check that learning is taking place. Problems should be anticipated. If students continually lose a game they might lose confidence. Adelman presented a range of games suitable for elementary, junior, and senior high schools. Some games required a physical response, while some put new vocabulary into practice, and others had an element of chance as well as skill. The games covered speaking, listening, reading, and writing.

Reported by Neil Griffiths

Kyoto: February—*Uh, I don't understand* by John Fanselow. This workshop explored types of questions that can be asked by teachers and students. Research has shown that the range of questions asked in the classroom is quite narrow. Ninety per cent of questions are factual (e.g., What does this mean?), or aim to test memory recall. A small percentage (five to ten per cent) of questions are of the "Yes/No" type. Fanselow consequently argued that very few questions are asked which intentionally aim to stimulate thought processes. To illustrate this point and to introduce some useful classroom techniques, participants were asked to write down four different Yes/No questions. They then answered their partner's questions and worked together to divide the eight questions into three categories. The presenter was careful not to use spoken instructions, instead teaching by using physical gestures and instructions written on the board either backwards or like a crossword puzzle. Participants were then invited to share their reactions to the activities and the methods used. It was generally agreed that silence on the part of the teacher was bewildering or even threatening at times but that the uncertainty held the attention of the "class." Similarly, backward writing was frustrating for some because it took longer to process, while others felt a sense of accomplishment at deciphering the messages. The discussion focussed mainly on how useful it is to get students to categorize questions. The presenter pointed out that the more categories of questions that teachers get their students to create, the more students begin to think about the possible range and complexity of different types of questions. Examples of questions prepared by the participants proved this point. Yes/No questions are particularly effective for establishing and examining categories as well as hypothesis testing. The presenter illustrated these points by eliciting more Yes/No questions about flags and the contents of a box which was delivered during the presentation. The last activity was based on a quotation from Marshall McLuhan, the media analyst, which summarized the message of the presentation. If you tell people what to think, they will not learn to think for themselves and to ask questions of their own.

Reported by Amanda Gillis-Furutaka

Miyazaki: March—*The Silent Way* by Noriko Ross. We had been told beforehand that Ross would give us a class on the correct use of English articles. First she selected three attendees as "guinea pigs" and designated the others as "observers." Then she asked the learners to pronounce certain sounds by reading from wall charts, one with only blocks of color, others with matching colored letters in words. She made sure that they could correctly pronounce the word *rod*. Next she took some colored rods from a cloth bag and put them on a table. She asked the students to take turns in describing the position of the rods. Throughout the demonstration she used a minimum of verbal intervention—hence the Silent Way—preferring instead to rely on gestures to guide the learners' utterances. Unfortunately, after about one hour the guinea pigs seemed to be getting tired. Ross then asked the observers to describe what they had seen and how they felt. In the following Question and Answer period there were questions about the effectiveness of the method. Ross avoided answering directly; the message appeared to be that understanding is fundamentally inductive, even intuitive, and that "only awareness is educable."

Reported by Steve Davies

Nagasaki: February—*1) Activities and Songs for All Your Children's Classes* by Katherine MacKay. MacKay began with a warm-up activity involving pairs reciting ordinal numbers in Korean. Following that, we discussed Developmentally Appropriate Practice (DAP) activities for different ages, based in part on the Pearson textbooks, *Supertots* and *Gogo Loves English*. Demonstrations of various types of problem-solving and information gap activities based on flash cards and TPR led into discussion about the needs of different types of learners, based in part on Gardner's theory of multiple intelligences.

2) Bridging the Gap Between the Classroom and the Real World by Paul Rosengrave. Rosengrave asked us to consider the main challenges facing junior and senior high school EFL teachers in Japan. We discussed a number of the challenges and possible ways in which they could be addressed. Some practical teaching techniques were demonstrated, including: "personalised" question forming, vocabulary activities, and knowledge-related tasks (the activities were drawn from the *English Express* and *Firsthand Success* textbooks).

Reported by Tim Allan

Osaka: February—*1) Process and Thought: Two Articles that Have Shaped EFL Writing Instruction,* and *2) The Psychology of Difficult Students* by Curtis Kelly. Kelly discussed how the teaching of EFL writing has been influenced by articles written by Kaplan and Murray. Kaplan argued that writers whose first language is English organize compositions differently from writers whose first language is Japanese. English writing progresses in a linear fashion whereas Oriental writing is circular. Kaplan's theories on discourse styles have been criticized as being ethnocentric, but have nonetheless led second language writing instructors to pay greater attention to teaching the organization of ideas. Murray argued that writing instruction should be process oriented as opposed to product oriented. The process approach is made up of three stages. In the prewriting stage, content is generated and the organization of content occurs. A first draft is then composed in the writing stage. In the post-writing or revision stage, the draft is revised. Instead of the teacher assigning an expository essay and correcting spelling mistakes at the end, the teacher should place greater emphasis on intervening at the prewriting stage and also teach students how to organize paragraphs into a coherent whole.

In the second presentation, Kelly talked about how insights from psychology can explain the behavior of difficult students at high school and college level. Firstly, theories of motivation tell us that people are always motivated to satisfy their needs. Secondly, *life stage* theorists argue that people pass through different developmental stages and that, for students, developing autonomy is a critical need to be satisfied, and one that educational systems often block. Thirdly, by looking at Maslow's hierarchical theory of needs—basic needs, safety needs, social needs, and self-actualization needs—we can understand why students with lower level needs have trouble studying. Finally, Rogers tells us to have "absolute positive regard," to practice "empathic listening," and to act with "authenticity." Kelly illustrated the main ideas with some interesting anecdotes that connected the contributions of psychologists and the situations of EFL teachers in Japan. Participants also enjoyed a beneficial discussion about individual experiences with difficult students.

Reported by Peter Sakura

Tokyo: January—*Copyright or Wrong?* by Oliver Bayley, Richard Walker, and Charles LeBeau. Bayley (Oxford University Press) and Walker (Longman/Pearson Education) explained the laws governing copyright in Japan. While publishers are generally interested in maintaining a "stream of revenue," teachers are permitted to make multiple copies under terms of "fair use." Bayley and Walker discussed how the internationally recognized Berne Convention Accords extend Japanese copyright protection to the work of foreign authors. As a rule of thumb, local laws apply to works by authors of fellow signatory nations. Bayley and Walker explained the limits of the fair use policy (usually extending to a maximum 10% of a copyrighted work) and those who can benefit from it (nonprofit institutions). "Systematic copying" is never really allowed. Publishers are being forced to lower prices in the face of international competition (particularly from online retailers), as well as to offer a legal and affordable alternative to bootlegged texts. Publishers and the courts generally strive to balance educational considerations with profit motivations. Bayley and Walker reported that many publishers, especially those in the news media, are generous about giving permission to copy when requested to do so.

Speaking from an author's perspective, LeBeau presented a financial spreadsheet of his work on several textbooks. While his efforts were emotionally rewarding, it was soon apparent that writing textbooks in the current era of mass photocopies might not be particularly lucrative. LeBeau related some stories about his work being mass produced for conferences, and the difficulty of protecting his materials once they had been placed on bookshelves. He compared photocopying to test driving a car: while it may be permissible to test out materials on a limited basis, stealing materials is just plain wrong.

Reported by Stephen C. Ross

Yokohama: January—*The Use of Proverbs in Teaching Communicative English* by William Dare. According to the Cambridge International Dictionary of English, a proverb is "a short sentence, etc. usually known by many people, stating something commonly experienced or giving advice." In an insightful, interactive presentation, Dare was able to demonstrate how well-known proverbs can be used in university classes with learners to aid in the acquisition of English while at the same time exposing students to the wisdom of the ages; in effect, killing two birds with one stone, to create a unique language learning experience. Dare, who teaches at Kyushu Kyoritsu University, pointed out that we are "hyper-communicating" when we use proverbs and showed how these phrases are utilized as important elements in a book he authored entitled *Let's Learn Colloquial English* (published by Kinseido). Some of the most commonly known and used English proverbs are key points in the 15 chapters of dialogue and activities that Dare has been using as a class text with his students for the past six years. In his presentation, Dare led the attendees through seven chapters of the book discussing the meaning and usage of the proverbs, and comparing and contrasting them with similar Japanese sayings (*kotowaza*). He demonstrated how proverbs can be used as prompts to compare different social and cultural mores and also as jumping-off points to discussions about customs, traditions, language, food, or indeed any of the wide-ranging topics these sayings address. Dare was able to show that proverbs can be a "goldmine" for language learners and teachers because of their sociolinguistic importance and the insights they provide into both western and Japanese culture.

Reported by Eddy White

Chapter Meetings

edited by tom merner

Fukuoka—***Integrating Tasks into the Foreign Language Classroom*** by David Beglar. Task-based language teaching (TBLT) meets the minimum criteria for an effective approach: many learners find it motivating, communicative input and opportunities for learners to produce communicative output are provided, and a focus on grammar and vocabulary is effectively contextualized. This workshop will provide participants with the opportunity to experience TBLT first hand. *Saturday May 25, 18:30-20:30; Tenjin YMCA; one-day members 1000 yen.*

Gunma—***A Distance Learning Workshop about the TALK Learning System:*** by Josef Messerklinger and Johann Junge (in Kyoto). Mr. Messerklinger, a user of the TALK system, will coordinate with Junge, its creator, to hold a unique "distance" session. TALK is a system which helps teachers facilitate students' independent exploration of communication in foreign languages. Participants will receive a package about the system and experiment with it in groups. Junge will field questions from participants via telephone during the break. In the second half, Messerklinger will present Junge's responses and give his own account of using TALK. *Sunday May 19, 14:00-16:30; Maebashi Kyoai Gakuen College (1154-4 Koyahara-machi, Maebashi); one-day members 1000 yen, students 200 yen, newcomers free.*

Hiroshima—***International CALL Conference*** (instead of a regular meeting). Features exciting presentations concerning using computers in language education. Keynote speakers are Mike Levy of Griffith University and Okuda Hisako of Hiroshima Shudo University. There will also be a pre-conference workshop on Friday, May 17 at Hiroshima University. For all details see <http://jaltcall.org/conferences/call2002/cfp-e.html>. *Saturday and Sunday May 18-19; Hiroshima Jogakuin University.*

Hokkaido—The JALT Hokkaido 19th Annual Language Conference will be held on June 15-16, 2002. The theme is Language Learning, Research, and Technology. The conference site is the Hokkaido International School. There will be about 35 presentations including presentations on: leading discussions using video clips theater games for English classes, designing a virtual reality English program, global English education, vocabulary building, small group workshop learning, and improving reading skills. JALT members walk in free. Guests pay just 2000 yen for two days. You can join JALT at the conference and then the 2000 yen fee is waived. A complete schedule and presentation abstracts, directions to the conference, instructions for ordering lunch, and information on the dinner and concert will be up on our homepage at the beginning of April. Watch for announcements on our email list. Please mark your calendar for this exciting event!

Ibaraki—***Which Kanji Dictionary Can Best Meet Your Kanji-Learning Needs?*** by Mary Sisk Noguchi of Meijo University and a columnist for the *Japan Times*. *Sunday May 26, 13:30-17:00; Tokyo Kasei Gakuin—Tsukuba Women's University; one-day members 500 yen.*

Iwate—***The Cancer of Competition: Games in the EFL Classroom*** (Bilingual presentation) by Chris Hunt. Most teachers now regard the use of games as beneficial to language learning. But little attention has been given to the effect of the structure of the games used. By comparing the structure of competitive games with cooperative games, the presenter will demonstrate how the structure of games affects learning. The inherent problems of competitive structures will be outlined and solutions given. By directly experiencing different kinds of game structures participants will come away both with practical new activities to use in the classroom and an understanding of how games fit into the classroom context. *Sunday May 26, 10:00-12:30; Iwate International Plaza, Morioka; one-day members 1000 yen.*

Matsuyama—***Public Directives in Japanese and American English: Implications for L2 Learners*** by Carol Rinnert. This presentation is based on pragmatic analysis of more than 700 public directives (e.g., prohibitions, requests, warnings) in diverse contexts, ranging from airports to zoos, in Japan and the U.S. Implications of the findings include the need to raise awareness of the systematic variation in both societies in order to avoid potentially serious misunderstandings of the intended meaning of the directives. *Sunday May 12, 14:15-16:20; Shinonome High School Kinenkan 4F; one-day members 1000 yen.*

Miyazaki—***Applying The Uniqueness Principle: Tools and Tasks*** by Bill Pellowe. Research shows that learners often misunderstand or resist multiple functions for single forms (such as present and future meanings of the present continuous). This is called the Uniqueness Principle (UP). The presenter will explain UP with examples from research and classroom data, arguing that understanding UP benefits teachers in several ways. He will then demonstrate awareness-raising activities (embedded within larger tasks) which reveal different functions or meanings created by single forms, thus confirming or contradicting students' initial understandings. *Saturday May 25, 15:00-17:00; Miyazaki International College, Room 307; one-day members 500 yen.*

Nagoya—(1) ***Testing Basics: The A, B, Cs*** by Elizabeth Hiser. The first presentation focuses on basic classroom assessment and testing procedures. It explains basic testing procedures and how to do simple statistics. Principles of communicative assessment and various assessment types will be explained. Also, the role of item facility and item discrimination in classroom tests, exams, and quizzes will be clarified.

(2) ***How to Help Weaker Students Improve*** by Parrill Stribling. The second presentation focuses on course goals, accountability, and grading standards. After introducing an overall educational theory, the presenter will discuss the practical aspect of implementing curriculum goals. The relation of course goals to evaluation standards will be underscored, and ways of fostering motivation and learning discussed. The presentation concludes by offering practical experience in setting and reaching agreement on writing, speaking, listening, and reading course goals. *Sunday June 23, 13:30-16:30; Nagoya International Center, lecture room # 2, 3F; one-day members 1000 yen.*

Niigata—***Read with Me and I will Read: Activities that Work with Elementary School Children*** by Setsuko Toyama and Julian Whitney. Both presenters have been using picture books as a teaching resource for a number of years and have found them to be motivating and enjoyable. They will describe a three-stage process for using picture books in the English classroom. A variety of activities will be presented. If teachers come as children, willing to participate, they will leave with a number of exciting lessons for their young learners of English. *Sunday May 12, 13:30-15:00; International Friendship Center; one-day members 1000 yen.*

Okinawa—***The Psychology of Difficult Students*** by Curtis Kelly. Every college teacher must face students who are bored, indifferent, and even hostile. While there are no simple solutions for dealing with such students, four theories in psychology related to motivation, moral development, and learning provide fascinating insights. The presenter will also explain how our pedagogy is based on the industrial model, and how radical humanistic techniques can dismantle the "wall of fear." *Sunday May 19, 14:00-16:00; Okinawa Christian Junior College; one-day members 1000 yen.*

Omiya—***Winning the Struggle to Teach High School Students to Communicate*** by Phil Julien, Saitama Medical University. Most high school teachers would probably agree that the textbooks approved by the National Ministry of Education are inadequate for teaching real communication. However, we can easily develop suitable materials ourselves just by using a little creativity and raising student awareness. The presenter will demonstrate how to create communicative materials which both maintain student interest and are easy to use. *Sunday May 19, 14:00-17:00; Omiya JACK 6F (near Omiya Station, west exit); one-day members 1000 yen.*

West Tokyo—***Online Drills for Learning and Teaching*** by Kobayashi Etsuo. This is a workshop where participants will learn how to make online drills on the Internet and how to use them in their classes. A newly developed online system called WebASC (Web-based Automatic Shiken Creator) by Kobayashi's research team at Rikkyo University and Mie University will be used to create Web tests and drills. You will be able to use them in your own classes even after the workshop. No knowledge of programming is necessary to create Web exercises in the system. *Saturday May 25th, 13:30-16:30; Rikkyo University, Niiza-Campus, Computer Room; one-day members 1000 yen.*

Yamagata—***The Accelerated Learning Cycle*** by Charles Adamson, Miyagi University. The Accelerated Learning Cycle is the secret of making learning easier and more effective. It consists of introduction, active concert, passive concert session, reading elaboration activities, and writing. The presenter will explain the purpose and how to do each portion of the cycle, and then talk about ways to improve learning. *Sunday May 26, 13:30-*

16:00; Yamagata Kajo Kominkan (t: 0236-43-2687); one-day members 800 yen.

Yokohama—***Intercultural Instruction Ideas and Motivating Projects*** by Scott Bronner, Waseda University. The speaker will present a number of cultural simulation and interactive teaching ideas based on books from Intercultural Press and his experience teaching intercultural communication courses. In addition, he will present a related project encouraging student involvement with a student-founded NGO named Japan Korea Asian Fund that encourages interaction among Asian cultures. *Sunday May 12, 14:00-16:30; Ginoo Bunka Kaikan, in Kannai (three minutes from JR Kannai Station and one minute from Isezakichojamachi on Yokohama Subway line); one-day members 1000 yen.*

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Job Information Center

edited by paul daniels

To list a position in The Language Teacher, *please email <tlt_jic@jalt.org> or fax (0463-59-5365) Paul Daniels, Job Information Center. Email is preferred. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary. If you want to receive the most recent JIC listings via email, please send a blank message to <jobs@jalt.org>.*

Tokyo-to—The English Department at Aoyama Gakuin University is seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications**: resident of Japan with an MA in TEFL/TESOL, English literature, applied linguistics, or communications; three years university teaching experience or one year university English teaching experience with a PhD; teaching small group discussion, journal writing, and book reports; collaboration with others in curriculum revision project; publications; experience with presentations; familiarity with email. **Salary and Benefits**: comparable to other universities in the Tokyo area. **Application Materials**: Apply in writing, with a self-addressed envelope, for an application form and information about the program. **Deadline**: ongoing. **Contact**: PART-TIMERS; English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366.

Tokyo-to—The Faculty of Law of Aoyama Gakuin University is seeking a full-time tenured teacher of English at the lecturer or associate professor or professor level to assume duties on April 1, 2003. The successful applicant will also have a seminar class. **Qualifications**: (1) specialty in TEFL/TESOL/TESL/ELT, applied linguistics, linguistics; (2) doctoral degree or all doctoral course work finished as of April 1, 2003; (3) sufficient ability in Japanese and English to carry out all job-related duties inside and outside the classroom; (4) no older than 53 as of April 1, 2003; (5) no nationality requirement; (6) acceptance of Aoyama Gakuin University's educational policy. **Application Materials**: either Japanese or English (1) resume form with photo; (2) a copy of the diploma for the highest degree received or a letter of certification from the institution; (3) list of publications and presentations and copies of three representative publications (photocopies acceptable); (4) a sample syllabus for an English class; (5) letter(s) of recommendation. Applicants will be notified of the general screening schedule. **Salary and Benefits**: Salary and other working conditions are determined by Aoyama Gakuin rules and regulations. **Contact**: Nakamichi Itsuo, c/o Academic Affairs Office, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366 Japan; t: 03-3409-8111, ext. 12139; f: 03-3409-4575; <inakamichi@jm.aoyama.ac.jp>. **Application Deadline**: All materials must arrive no later than May 20, 2002, addressed to Yamazaki Toshihiko, Dean, Faculty of Law, at the above address by registered mail with "English Position" written in red on the front of the envelope. **Additional Information**: All materials will be reviewed in strict confidence and returned to applicants after the completion of the screening process. For information about the Faculty of Law, see our homepage (Japanese only) at <http://www.als.aoyama.ac.jp>.

Web Corner

You can receive the updated JIC job listings on the 30th of each month by email at <jobs@jalt.org> and view them online on JALT's homepage (address below). Here are a variety of sites with information relevant to teaching in Japan:

1. EFL, ESL and other teaching jobs in Japan at <www.jobsinjapan.com>
2. Information for those seeking university positions (not a job list) at <www.debito.org/univquestions.html>
3. ELT News at <www.eltnews.com/jobsinjapan.shtml>
4. JALT Jobs and Career Enhancement links at

<www.jalt.org/jalt_e/main/careers/careers.html>

5. Teaching English in Japan: A Guide to Getting a Job at <www.wizweb.com/~susan/mainpage.html>
6. ESL Café's Job Center at <www.pacificnet.net/~sperling/jobcenter.html>
7. Ohayo Sensei at <www.wco.com/~ohayo/>
8. NACSIS (National Center for Science Information Systems' Japanese site) career information at <jrecin.jst.go.jp/>
9. The Digital Education Information Network Job Centre at <www.go-ed.com/jobs/iatefl>
10. EFL in Asia at <www.geocities.com/Tokyo/Flats/7947/eflasia.htm>
11. Jobs in Japan at <www.englishresource.com/classifieds/jobs.shtml>
12. Job information at <www.ESLworldwide.com>

Bulletin Board

edited by timothy gutierrez

Contributors to the Bulletin Board are requested by the column editor to submit announcements of up to 150 words written in a paragraph format and not in abbreviated or outline form. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor.

Call for Participation

The GALE, GILE, and PALE SIGs—are cosponsoring a conference entitled **Peace as a Global Language** to be held September 28 and 29, 2002, at Daito Bunka Kaikan (of Daito Bunka University), Nerima-ku, Tokyo. Conference themes include teaching about human rights, conflict resolution, gender issues, environmental issues, and peace. For further information please visit <kyushuelt.com/peace>, or contact the Coordinators of GALE, GILE, or PALE, or the Peace as a Global Language Conference Committee, c/o J. Nakagawa, 2-285 Isohara, Isohara-cho, Kita-Ibaraki-shi, Ibaraki-ken, 319-1541, Japan, t: 0293-43-1755, <jane@ulis.ac.jp>.

Other Announcements

Universal Chapter and SIG web access—As a result of recent developments within the JALT website, all JALT chapters and SIGs now have a basic information page available which is linked to the main JALT website. Upcoming meeting information and officer contact details for all chapters and SIGs are viewable at <jalt.org/groups/your-chapter-name> where your-chapter-name is the name of the chapter or SIG you wish to access. For example, information for the West Tokyo chapter is <jalt.org/groups/westtokyo>, the CUE SIG is <jalt.org/groups/CUE>, and the Teaching Children SIG is <jalt.org/groups/teaching children>. Please note that in some cases chapters or SIGs may not have provided up-to-date information for our databases; this will be reflected on the webpage. We hope JALT members will find this service useful. Queries can be directed to the JALT (English) web editor, Paul Collett; <editor-e@jalt.org>.

Online database information—Just a reminder that if any of your chapter, SIG, or National Officer information as posted in the recent *TLT Supplement and Directory* is incorrect, altered, or obsolete, changes must be made via the online database. This database must be updated because: (1) *TLT* uses it for producing the directory. As of next year, only information that has been inputted will be used in the directory, and (2) JALT Central Office uses it to keep track of the officer status of each group. The officer database can be accessed at <jalt.org/officer_admin>. You'll need: (1) your group's password and user name (available from your coordinator), and (2) your JALT membership number. If you have any problems with the database, please contact Paul Collett; <paul@jcom.home.ne.jp>.

Staff Recruitment—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit your curriculum vitae and cover letter to the Publications Board Chair; <pubchair@jalt.org>.

◆

Submissions

The editors welcome submissions of materials concerned with all aspects of language education, particularly with relevance to Japan. Materials in English should be sent in Rich Text Format by either email or post. Postal submissions must include a clearly labeled diskette and one printed copy. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくＡ４版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず１文字空け、１行２７字、横書きでお願いいたします。１頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English Features. Well written, well-documented and researched articles, up to 3,000 words. Analysis and data can be quantitative or qualitative (or both). Pages should be numbered, paragraphs separated by double carriage returns (*not* tabbed), word count noted, and subheadings (**boldfaced** or *italic*) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. The article's title and an abstract of up to 150 words must be translated into Japanese and submitted separately. A 100-word biographical background and any tables or drawings should also be sent in separate files. Send electronic materials in an email attachment to Robert Long. Hard copies also accepted.

日本語論文です。４００字詰原稿用紙２０枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to the editor.

原稿用紙１０～１５枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Interviews. If you are interested in interviewing a well-known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in TLT are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. TLT will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Readers' Forum. Essays on topics related to language teaching and learning in Japan, up to 2,500 words. While not focused on primary research data, a Readers' Forum article should nevertheless display a wide reading and depth of understanding of its topic. Japanese title and abstract also required (see above). Send electronic submissions to Scott Gardner.

リーダーズ・フォーラム：日本での言語教育、及び言語学習に関する6,000字以内のエッセイです。調査データに焦点を当てていなくても、リーダーズ・フォーラムの記事は、読者に、話題に関して深い理解を与える記事を募集いたします。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the My Share editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、理論的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

ＪＡＬＴによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にJALT News編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、ＳＩＧＳ編集者にご相談ください。締切は、掲載をご希望になる号の発行月の２カ月前の15日に SIGS編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から４枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、（ｅ）文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の１５日に Chapter Reports 編集者必着です。日本語の報告は Chapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of TLT (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の紹介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. Email or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 20th of the month, 2 months prior to publication.

ＪＡＬＴ以外の団体による催し物などのお知らせ、ＪＡＬＴ、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。ＪＡＬＴ以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及び JALT は、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の20日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. TLT encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

求人欄です。掲載したい方は、Job Information Center/Positions 編集者にAnnouncement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。なお、求職広告不掲載がJALT Executive Board の方針です。

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JALT

TLT Online: www.jalt.org/tlt

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For information on advertising in *TLT*, please contact the JALT Central Office: tlt_adv@jalt.org

Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 39 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The JALT **International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m^2, an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **Special Interest Groups**, SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

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SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Material Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (affiliate); Foreign Language Literacy (affiliate); Gender Awareness in Language Education (affiliate); Pragmatics (affiliate); Eikaiwa (pending approval); Pronunciation (pending approval). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し，日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは，海外も含めて3,500名以上の会員を擁しています。現在日本全国に40の支部（下記参照）を持ち，TESOL（英語教師協会）の加盟団体，およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは，語学教育の専門分野に関する記事，お知らせを掲載した月刊誌*The Language Teacher*，年２回発行の*JALT Journal*，*JALT Applied Materials*（モノグラフシリーズ），およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育･語学学習に関する国際年次大会には，毎年2,000人が集まります。年次大会のプログラムは300の論文，ワークショップ，コロキアム，ポスターセッション，出版社による展示，就職情報センター，そして懇親会で構成されています。支部例会は，各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会，SIGは，分野別の情報の普及活動を行っています。JALTはまた，テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在，全国に３９の支部と１つの準支部があります。（秋田，千葉，福井，福岡，群馬，浜松，姫路，広島，北海道，茨城，岩手，香川，鹿児島，金沢，北九州，神戸，熊本，京都，松山，宮崎，長崎，名古屋，奈良，新潟，岡山，沖縄，大宮，大阪，仙台，信州，静岡，栃木，徳島，東京，豊橋，西東京，山形，山口，横浜，岐阜［準支部］）

分野別研究部会：バイリンガリズム，大学外国語教育，コンピュータ利用語学学習，グローバル問題，日本語教育，中学・高校外国語教育，ビデオ，学習者ディベロプメント，教材開発，外国語教育政策とプロフェッショナリズム，教師教育，児童教育，試験と評価，ビデオ利用語学学習，他言語教育（準分野別研究部会），外国語リテラシー（準分野別研究部会），ジェンダーと語学教育（準分野別研究部会），語用論（準分野別研究部会），英会話（未承認），発音（未承認）

JALT の会員は一つにつき1,500円の会費で，複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は，8月16日までに，JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については，年次大会で発表をします。

会員及び会費：個人会員（¥10,000）：最寄りの支部の会費も含まれています。学生会員（¥6,000）：学生証を持つ全日制の学生（大学院生を含む）が対象です。共同会員（¥17,000）：住居を共にする個人2名が対象です。但し，JALT出版物は1部だけ送付されます。団体会員(1名¥6,500）：勤務先が同一の個人が５名以上集まった場合に限られます。JALT出版物は，5名ごとに1部送付されます。入会の申し込みは，*The Language Teacher* のとじ込みの郵便振り替え用紙をご利用いただくか，国際郵便為替（不足金がないようにしてください），小切手，為替を円立て（日本の銀行を利用してください），ドル立て（アメリカの銀行を利用してください），あるいはポンド立て（イギリスの銀行を利用してください）で，本部宛にお送りください。また，例会での申し込みも随時受け付けています。

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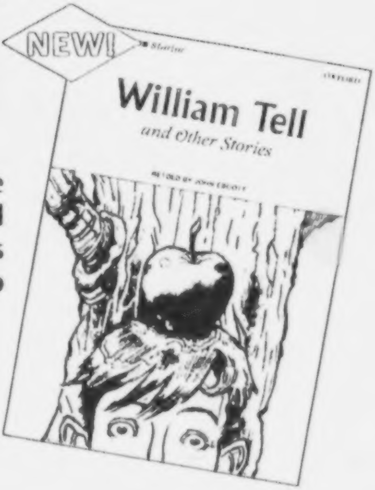

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Special Issue: Social Identity and Language Learning

3 **Interview with Bonny Norton**
Eton Churchill

7 **Beliefs and Professional Identity**
Sakui Keiko & Stephen J. Gaies

12 **The Development of Bicultural Identities**
Kanno Yasuko

17 **Unfinished Business**
Jacqueline D. Beebe

22 **A Language of Their Own**
Mika Toff

27 **Dry Winds and Bossy Women**
Cheiron McMahill

6

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This special issue is dedicated to the exploration of social identity and language learning. One of the first researchers to look at how the interaction of identity and investment affects language learning was **Bonny Norton** (1995, 1997, 2000). Thus, we are very proud to start this special issue with an interview with her by **Eton Churchill**. Our next article by **Sakui Keiko** and **Stephen Gaies** looks at a teacher as she uses metaphors to examine her (sometimes conflicting) beliefs. They examine how the teacher's beliefs and teaching practices are intertwined with her multiple identities. **Kanno Yasuko's** study uses narrative to provide a rare longitudinal look at four Japanese returnees' cultural identities. She found that the returnees went from a simplistic either/or view of biculturalism to one that is multifaceted. **Jacqueline Beebe's** case study of one multilingual individual shows how his identity affected his language choices and his language choices influenced his identity as he resisted oppression. **Mika Toff** uses two students' writing as examples in her article on life stories and identity, which were developed in her one-year long writing class at a junior college. Finally, **Cheiron McMahill** shows how narrative inquiry and life stories can be used to co-construct social identity. In her article, she shows how her 74-year-old neighbor successfully used narrative to present and defend her view of gender. In addition to these articles, we have book reviews from **Sung Kim and Gretchen Jude** and My Share activities by **Elizabeth Lokon** and **Jane Lightburn** that are related to the theme of social identity. Finally, I want to thank Amy Yamashiro for asking me to co-edit this special issue, and Robert Long for his help as TLT Editor.

One last note: We have recently learned that there are proposals under discussion to change *TLT* drastically. One is to allow only JALT members to publish in it (with some exceptions) and the other is to change its format and reduce the number of times it comes out each year. We believe both ideas are counterproductive and hope that alternatives can be found. To find out more about these proposals and/or to make your opinion known, please email Steve Cornwell at <stevec@gol.com>, or contact the *TLT* editors, your local chapter, or your SIG representative.

Special Issue Co-Editors
Steve Cornwell
Amy Yamashiro

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contents

features

3 Interview with Bonny Norton
7 Beliefs and Professional Identity
12 The Development of Bicultural Identities: Japanese Returnees' Experiences
17 Unfinished Business
22 A Language of Their Own: Young Japanese Women Writing Their Life in English
27 Dry Winds and Bossy Women

an affiliate in your life

34 Join us at PAC4/ETA-ROC this November!

my share

35 Reading the World through Advertisements
37 Self Identity and Awareness in Society

departments

38 Book Reviews
41 Recently Received
41 JALT News
41 SIG News
42 Chapter Reports
44 Chapter Meetings
46 Conference Calendar
48 Job Information Center
49 Bulletin Board
50 Submissions
51 Staff List
5 Advertiser index

今月は、社会的アイデンティティと言語学習について検討した特別号です。Bonnie Norton (1995, 2000)は、アイデンティティと環境の相互作用が言語学習にいかに影響を及ぼすかを検討した最初の研究者のうちの一人でした。そこで、Eton Churchillによる彼女へのインタビューでこの特別号の扉を開きたいと思います。次のSakuiとGaiesによる論文では、教師の意識、認知過程がいかに教師の複数のアイデンティティと密接な関係があるか、またそれがどういった比喩を用いて表現されているかを考察しています。Kannoの論文では、4人の帰国子女の文化的アイデンティティを縦断的に研究する手法として語りを用いています。そして、帰国子女が一つの文化にしか属せない、こちらかあちらか、という単純な二者択一の文化意識から多面的なものへと変化していくことを示唆しています。Beebeのケーススタディでは、他言語話者のアイデンティティがいかに言語選択に影響し、また言語選択がアイデンティティに影響するかを考察しています。Toffは、短大のライティングクラスに在籍する二人の学生の1年間の作文を、ライフライティングの事例として取り上げています。最後に、McMahillは、ナラティブの調査とライフストリーが社会的アイデンティティの研究にどのように使えるかについて示します。その研究では、74歳の隣人がナラティブを彼女自身のジェンダー観を示し、定義するためにいかに使われるかが示されています。これらの論文に加えて、KimとJudeによるブックレビューと社会的アイデンティティに関連したLokonのMy Shareも掲載しています。最後に、この特別号の編集を任せてくれたAmy Yamashiroと、TLTの編集者として力を貸してくれたRobert Longにお礼を意を表したいと思います。

追記: TLTの大幅な変更に関する議案が討議されているときいています。そのひとつはTLTへの記事の掲載をJALT会員に限定する（例外はあるが）ということ、もう一点はTLTの体裁を変更して、年間の発行数を削減するということです。私はそのどちらの案にも反対であり、代案がでることを希望します。この件について詳しく知りたいという方、意見を言いたいという方は、スティーブ・コーンウェル<stevec@gol.com>まで、メールをしていただくか、あるいはTLT編集者、JALT支部、SIGの代表に御連絡ください。

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Interview with Bonny Norton for *The Language Teacher*

Eton Churchill

The following interview was conducted through a series of email exchanges between Bonny Norton and Eton Churchill in the summer and fall of 2001.

Eton: On behalf of *The Language Teacher*, I would like to start by thanking you for taking time for this interview. We are honored to have your contribution to this special issue on social identity because so much of your work has inspired the contributors.

Bonny: I feel privileged to be interviewed for *The Language Teacher* and I am excited at the opportunity to share my views with readers of the journal. I see this interview as an opportunity to remain connected with the many teachers and communities I visited in Japan in 2000.

Eton: Your research (1995, 1997, 2000) on social identity and language learning has highlighted the relationship between the learner and the learning context. Could you explain why you feel the concept of social identity is so central to the process of language learning?

Bonny: As far back as 1981, when I was doing an honors degree in applied linguistics at Wits University in Johannesburg, South Africa, I was intrigued by the relationship between language, learning, and the social world. All my observations of language learners suggested that identity and language learning are inextricably intertwined. If we accept that social interaction is necessary (but not sufficient) for language learning, then language learners, at different stages in the language learning process, will need to interact with speakers of the target language.

Interaction, however, is a complex activity. In my research I take the position that every time language learners speak, they are not only exchanging information with their interlocutors—they are also constantly organizing and reorganizing a sense of who they are and how they relate to the social world. Questions learners might ask themselves include the following: Under what conditions can I speak? How will I be perceived by my interlocutor? How will my utterances be received? How relevant is my history and experience to this interaction? Thus, how learners perceive themselves, their histories, and their desires for the future determine, to some extent, what they speak about, to whom, and for what purposes. Furthermore, the greater the power difference between the language learner and the target language speaker, the more complex the interaction becomes. In sum, because social identity is an integral part of language learning, language learning is an ongoing process of construction and negotiation.

Eton: In your discussion of identity, you use the term *investment* to describe the socially and historically constructed relationship of learners to the target language (Norton, 2000, p. 10). Could you explain why you felt it was important to reconceptualize the notion of motivation as conceived by researchers such as Gardner and Lambert (1972), Crookes and Schmidt (1991), and Oxford and Shearin (1994)?

Bonny: When we speak of the *motivated student* or the *unmotivated student* we tend to think of the student as having a unified, coherent, ahistorical identity that is unchanging across time and space. In this view, motivation is considered an immutable personality trait of the language learner. If only Sook and Pablo were more motivated, they would learn better! My concern with this conception of motivation is that it is not consistent with either my observations or the critical theories I have found so compelling.

In my experience, I have known students to be sometimes motivated and sometimes unmotivated; in one context to be motivated, in another unmotivated. Theoretically, too, the notion of motivation does not capture the complexity of student identity—an identity that is often a site of struggle. Frequently, to say that a student is unmotivated is to fail to do justice to the complexity of a student's life, history, and desires. In this view, there is a tendency to blame the victim rather than seek a more comprehensive understanding of an apparent lack of motivation

For these reasons, it struck me that there was need for a more powerful construct to capture the complexity of student motivation; we needed a new language to help frame our understanding. I found this new language in the concept of investment. While I have used Bourdieu's (1977) work to flesh out this concept, the central idea it encapsulates is that investment is best understood in the context of a poststructural notion of identity. When we *invest* in a second language, we desire a wider range of identities and an expanded set of possibilities in the future. Conversely, if we are not invested in a particular target language, it may be as a result of limited options for identification and possibility. Investment, then, is not a fixed personality trait, but a construct that attempts to capture the relationship of the learner to the larger, changing, social world. Instead of asking, for example, "Is this student motivated to learn English?" it may be more productive to ask, "What is the student's investment in learning English?" By reframing the question, we are encouraged to seek broader explanations for success or failure in language learning; we are encouraged to view the student as having a complex identity that is best understood in the context of wider social, historical, and economic processes. To invest in a language is to invest in an identity.

Eton: I can see how the notions of identity and investment are theoretically important for the learner in the ESL context, but what practical applications are there for the EFL teacher here in Japan walking into class on Monday morning?

Bonny: There are many ways in which I believe my research is relevant for the EFL teacher in Japan. Although, in the Japanese context, language learners may not be interacting with target language speakers on a regular basis, they are nevertheless interacting with a wide range of texts pertinent to the target language. Such texts are incorporated into curriculum contexts in the form of textbooks, assessment contexts in the form of standardized language tests, and policy contexts in the form of documents and guidelines for teachers. With respect to these three contexts, what are the practical applications of this research for English teachers in Japan?

Research on the use of English language textbooks has highlighted struggles over identity. Suresh Canagarajah's (1993, 1999) research in Sri Lanka, for example, demonstrates convincingly that English language learners may be ambivalent about the textbooks they use in the English language classroom. Christopher Candlin in Hong Kong is currently conducting a large-scale study on bias in language textbooks, and Jane Sunderland (1994) in England has conducted in-depth research on gender stereotypes in language textbooks.

The reading of a target language text, no less than a conversation with a target language speaker, raises questions of the kinds of identities that readers bring to the text, which identities are available to them in the text, and what possibilities there might be for alternative readings of the text. Related to the choice of textbooks and texts is the relationship between teaching, identity, and popular culture. While popular culture is often dismissed in formal education, it is clear that many language learners find popular culture appealing and enjoyable. On a Monday morning, an EFL teacher in Japan would need to be sensitive to the ways in which texts construct meaning and are integral to larger social and economic practices.

The relationship between scores on language tests and learner identity is also profound. Notwithstanding other evidence to the contrary, if a student in Japan scores low on the TOEFL, for example, she or he may likely be positioned as a *poor* language learner. For this reason, when students in Japan take a high-stakes language test, they may be centrally concerned with second-guessing the test maker. Rather than bringing personal experience and history to bear on the test, they will ask, "How am I expected to read this text?" "What interpretation would be considered appropriate for this listening test?" It is the imbalance of power between test maker and test taker that is central to meaning construction, and my research suggests that changes in the balance of power are reflected in the meaning that students construct from texts—whether written or oral. Despite the extensive research that is conducted on international English language tests, questions of validity remain. I have argued in previous research that language testing organizations need to be conservative in the claims that they make on behalf of their tests. Furthermore, it is not only testing organizations that need to be accountable, but also the administrators who use such scores. On a Monday morning, then, the EFL teacher in Japan would need to consider to what extent it might be possible to redress power imbalances in the test-taking situation.

Significantly, however, if the teacher is required to administer international standardized language tests, the teacher may be as powerless as the students. At the level of policy, there is much debate about the role of English internationally and the extent to which the demand for English is undermining local and minority languages. The work of Kachru (1986, 1990), Pennycook (1994, 1998), Phillipson (1992), Skutnabb-Kangas (1994), and Tollefson (1991) is important in this regard.

Discussions of identity are central to this debate as they raise a host of questions including the following: Who *owns* English? What power do nonnative speakers of English have? Who has access to English? What forms of English are considered acceptable internationally? Is mother-tongue literacy compromised by the early introduction of English in elementary schools? All of these questions address, to some extent, students' perceptions of themselves, their histories, and their desires for the future. On Monday morning, the challenge for many EFL teachers in Japan is to encourage language development while simultaneously validating the mother tongue, local affiliations, and national histories.

In sum, I believe, as others have said, that there is nothing as practical as good theory. In Japan, no less than in any other teaching context, students come to class on Monday morning with multiple identities and investments. In order for teachers to engage actively with these students, the teacher needs to better understand how questions of identity and investment are implicated in classroom practices. The struggle to interpret texts used in the classroom engages student identities in complex ways. The struggle to negotiate language tests is in fact a struggle over which identities to portray in the language testing context; and the struggle over the ownership of English has profound implications for the status and role of the Japanese language in Japan. In each of these contexts, and I'm sure there are many more, questions of student resistance may also be better understood.

Eton: How do you see some of your current work informing the practices of EFL teachers in Japan?

Bonny: I am working with Yasuko Kanno on a special issue of the *Journal of Language, Identity and Education* on the topic, "Imagined Communities and Educational Possibilities." The learning contexts featured in the issue include situations in Japan, Pakistan, the United States, Canada, and the United Kingdom, and involve the learning of English, French, Japanese, and Chinese. In the special issue, we hope to introduce an orientation to the future into our educational discourse and to highlight the role of hope and desire in the construction of language learners' identities.

The subject of imagined communities is also central in a chapter I am writing with Aneta Pavlenko for the Kluwer Handbook on English Language Teaching. Our chapter discusses ways in which language learners' desired memberships in different imagined communities affect their learning trajectories. With regard to national imagined communities, for example, we will examine ways in which postcolonial identities are constructed simultaneously through and in opposition to English as a global language. With regard to racial and ethnic identities, we will explore the multiple worlds of language learners who may strive for membership in communities other than those inhabited by white middle-class speakers of Standard English. And with regard to social and gender identities, we will point to ways in which membership in imagined social and professional communities shapes the learners' multiple investments in the language learning process. We hope that these issues will resonate with the concerns of EFL teachers in Japan.

Eton: Thank you so much for making time for *The Language Teacher*.

Bonny: Thank you.

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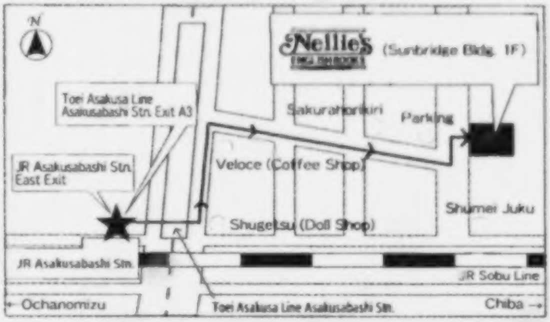
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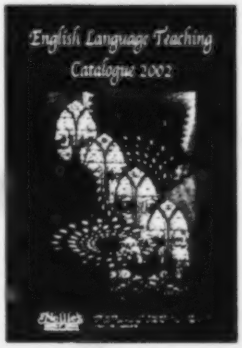
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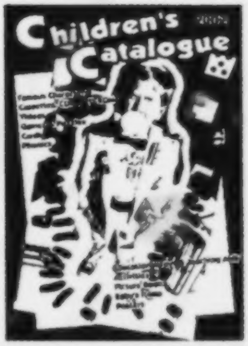
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Beliefs and Professional Identity:

A Case Study of a Japanese Teacher of EFL Writing

最近、教師に関する研究は、以前の教師の用いる教授法やテクニック、あるいは教師の行動に焦点をあてた研究と比較すると、教師の考え方、知識、意識などがどう形成され、それがどう発達、変化しているかという見地に基づいた研究が多くなってきており、その焦点が変わってきている。本稿はライティングを教える日本人英語教師ともう一人の研究者との共同研究によりこういった複雑な教師の意識、認知過程を明らかにしようと試みたものである。特に、教師の意識、認知過程がいかに教師の複数のアイデンティティと密接な関係があるか、またそれがどういった比喩を用いて表現されているかを考察する。

The study of teaching and teacher development has in recent years been undergoing an important transformation. Emphasis has shifted from a focus on the development and use of teaching skills and behaviors to an attempt to understand the formation and modification of teacher thinking and reflective processes, their dispositions, knowledge and beliefs.

A significant construct reflecting this perspective on teaching is personal practical knowledge (Clandinin & Connelly, 1986), which is based on the view that "knowing something involves aesthetic, moral and emotional states of mind about that thing" (Clandinin & Connelly, 1987, p. 499). The notion of personal practical knowledge is based on two key assumptions about the nature of teachers' knowledge about teaching:

—The first assumption is that much of the knowledge that underlies teachers' work is "experiential and constructed by teachers themselves as they respond to the contexts of their classrooms" (Golombek, 1998, p. 447). Teachers' knowledge affects what happens in classrooms, but it is itself modified by what happens in classrooms and by the ways in which teachers understand classroom events. In other words, a teacher's knowledge is situated, interpretive and dynamic.

—Second, teacher cognition should be viewed as a complex web of various types of knowledge, including subject knowledge, personal practical knowledge, craft knowledge, case knowledge, personal theoretical knowledge as well as beliefs and values, all of which influence a teacher's thought patterns and behaviors (Calderhead, 1996; Richardson, 1996).

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An important means by which teachers discover what they know and how their knowledge affects their students and themselves is narratives. The value of teacher narratives as tools to understand teachers (and for teachers to understand themselves) is not a new idea (see Dewey, 1916, 1934). In the last several years, researchers, teacher educators and teachers themselves have made use of narratives to understand teaching (see Clandinin & Connelly, 2000).

In telling and interpreting stories of themselves and their teaching, teachers confront their professional identity. Issues of identity are inextricably bound up with teachers' development and use of knowledge. Indeed, Connelly and Clandinin (1999:3) assert that teachers' attempts to understand their teaching often focus on questions of identity:

> By [teachers'] responses we were encouraged to continue framing our questions in terms of knowledge. However, we began to sense subtle differences. We noticed that teachers seemed to be trying to answer different questions. Their questions were ones of identity. They were questions of "Who am I in my story of teaching?"; "Who am I in my place in the school?"; "Who am I in children's stories?"; "Who am I in my administrator's stories?"; "Who am I in my parents' stories?"; "Who am I in this situation?"; "What do I know in this situation?" Teachers seemed more concerned to ask questions of who they are than of what they know (p. 3).

It might in fact be argued that the way in which teachers activate their knowledge, the way in which they operationalize their beliefs in short, the ways in which teachers' cognition helps to shape their personal practical knowledge are all mediated by their professional identity.

Many factors shape a teacher's identity. Although some researchers have called for greater attention to sociocultural and political dimensions of identity (see Duff & Uchida, 1997), recent studies of professional identity have all acknowledged the complexity of identity. Many have adopted a constructivist view of identity. They have rejected a static view of identity that views a teacher primarily as the product of background and experiential variables. Instead they have taken the position that identity is to a significant extent socially constructed, that is, the dynamic and evolving outcome of a teacher's on-going interaction with the setting in which she works and the interactions she has with other participants in that setting. In addition, it is recognized that a teacher does not have a single identity. A teacher's professional identity emerges out of the interplay of that individual's different identities: an adult, a parent, a member of a community, a former student, to name only a few.

The study we are reporting is a case study of a Japanese teacher of EFL writing. The study featured the collaboration of a teacher/researcher with another researcher, an approach that is thought to be effective in illuminating teacher beliefs and cognition from an insider's perspective. In this article we explore how this teacher/researcher's beliefs and cognition are related to her identity and how they are described through her metaphors.

The Study

The research project we are reporting was a self-study by a Japanese teacher of English (Keiko, the first author of this article) of her beliefs about writing and about teaching writing. The setting of this study was a writing class, consisting of some 23 students, in a medium-sized private university in Kansai. The study involved several kinds of data. The principal instrument was a journal that Keiko kept primarily during the first term of the 1999-2000 academic year. It was our feeling that self-study by a teacher/researcher of her beliefs could be enhanced by the collaboration of a sympathetic *outsider*. The second author (Stephen) was the *audience* for the journal entries that Keiko wrote periodically throughout the semester. We did not determine in advance how often Keiko should send a journal entry, and it was up to Stephen to decide whether and how quickly to respond to a journal entry. Altogether, Keiko wrote more than twenty entries, some of which were quite long. Stephen responded to several of them. Sometimes the response was intended to have her clarify or expand upon some topic discussed in a journal entry she had sent; but some responses also aimed at eliciting her beliefs about some topic that she had not explicitly discussed. At times, he described his own learning and teaching experiences. Thus, some of Keiko's journal entries were not a series of monologues, but were dialogues co-constructed with her research partner.

In order to ensure triangulation for establishing the trustworthiness of the study, other data were also collected. Stephen interviewed Keiko for more than an hour after the end of the first semester. The interview was designed for her to talk about her class, her students, her goals, and her teaching practices. In addition, Stephen also observed some of the class meetings, and the field notes from these observations were another component of the data pool. The data also included written work that the students did for homework, some of the writing they produced in class (in brainstorming and other prewriting activities), responses to questionnaires that students completed during the academic year, and transcripts of interviews that Keiko conducted with her students.

The initial research questions that guided our analysis of the data were: (a) What were Keiko's beliefs about teaching, about learning, and about writing? (b) How were her beliefs related to her planning, her classroom teaching and her evaluation of her class? (c) To what extent and in what ways did her beliefs shape her students' perceptions of writing in English? In our initial analysis of the journal entries and interview data, we found repeated statements of belief about the need for a teacher to believe in what he or she is doing, or about the value of developing in students the ability to be specific in their writing. We also found evidence of evolving beliefs about the degree to which students need to adapt their own beliefs to those of their teacher. In short, we were able, on the basis of the data, to describe a great deal about Keiko's beliefs as a teacher of writing and about the connection between those beliefs and her experiences as a learner and user of English.

However, in our initial analysis the issue of identity arose repeatedly and in a number of ways. We therefore reexamined the data to see whether and to what extent Keiko's beliefs could be viewed as the basis of her professional identity. The idea of using this particular interpretive *lens* did not emerge purely from our examination of our data; it was inspired in part by a study (Volkmann & Anderson, 1998) we came across of a first-year high school chemistry teacher (Anderson) who kept a journal of her teaching experiences that was analyzed several years later (by Volkmann and Anderson). Volkmann and Anderson identified several dilemmas that this chemistry teacher had had to deal with in her first year of teaching; they viewed the teacher's efforts to resolve these dilemmas as the process by which she was creating a professional identity.

In our case, Keiko had already had several years of teaching experience. Furthermore, the data did not suggest that Keiko viewed her own teaching, or teaching in general, as fundamentally problematic. Thus, instead of looking at dilemmas, we looked in the data to see whether her beliefs provided evidence of what we have chosen to call tensions, competing concerns or alternative perspectives. We sought to discover whether she recognized, was able to manage these tensions. Finally, we tried to determine whether, on the basis of what she had written and said about her teaching, her ability to resolve these tensions would provide insight into the nature of her professional identity.

Findings

We found considerable evidence that Keiko's professional identity was closely bound up with her effort to recognize and reconcile several competing sets of beliefs, or tensions.

Tension 1: Sense of competence/sense of limitations

On the basis of her narratives, the journal entries and her responses to interview questions we concluded that Keiko's professional identity was related to her conflicting beliefs about her competence. In several cases she judged her background and teaching abilities favorably, sometimes on their own terms, sometimes by comparison with her peers:

> Generally, I think students like my classes. I can tell from the atmosphere of each student. (Interview)

> I think I have confidence in teaching some areas in writing: for example, business letters. I've done it in the real world situation when I lived in the States . . . . I'm not just transferring the knowledge that I got from books and giving it to the students. (Interview)

These beliefs in her competence coexist with a sense of her limitations:

> My exposure to different genres in English is limited. My daughter started enjoying an English comic/magazine book recently, which we picked up at the Sydney airport. I think it is good genre to be exposed to so we started to subscribe to it [because she would be exposed to a lot of English in pleasure reading]. I did not have that in English [as a child].... (Journal Entry 99-8)

> The greatest difference between my Japanese and English is that when I read good writing in Japanese, I can tell it intuitively. And this intuitive (implicit) sense of knowing good writing vs. poor writing is so crucial. In my English teaching, my vision of "good writing" is much, much more blurred. This is where I need to develop further as a teacher and writer. (99-3)

The tension between her sense of competence and her sense of her limitations indicates clearly that Keiko's professional identity is the alchemy of multiple identities. Keiko refers to her abilities and deficiencies not simply as a teacher, but as a nonnative user of English, as an adult whose childhood and education shaped her literacy practices in her native language, as someone who has worked in the *real world* and as a parent.

Tension 2: Maintaining control/caring about students

A second tension relevant to Keiko's on-going process of creating a professional identity arises from two different beliefs about her teacher persona. There are frequent references to her wish to be identified by her students as a person in control of her classroom:

> But sometimes this happens a lot in the computer lab [at another university where I teach]. As soon as they come in to the computer lab, they want to start writing. Sometimes I have to give them instruction . . . If students are not paying attention, I'll say, "This is not the time when I want to listen to keyboard typing. So don't use your keyboards." I let them know that they are not doing what they are supposed to do.... I don't want to deal with these discipline issues. It takes a lot of my energy. The best thing is just take points off and let them know they might not pass the class. In that sense I am very strict, but that's fine. (Interview)

Keiko acknowledges that her insistence on having students do what she believes they need may lead her students to identify her in a particular way:

> Learning might not bring an immediate reward, nor be a fun activity, but I want them to get something out of learning, which I hope will

> lead to their satisfaction and motivation. Entertaining them or pleasing them makes time go faster/easier, but I don't think students will get a lot out of it. In this sense I am really old-fashioned and traditional. (99-13)

She wants to be perceived (and believes that she is perceived) by her students as a caring person.

> I do care and I have things that I want to communicate [with students]. It might be writing, it might be other things. I try to communicate that I do care about my students. I do care about their writings. I think that some students can see it. (Interview)
>
> Everywhere I go to teach, I respect my students. They are there to learn. I respect their abilities to learn and the outside-of-classroom experiences they bring into the classroom. (99-13)

Tension 3: Imagining the ideal/responding to reality

A third tension related to Keiko's professional identity is the discrepancy between the ideal and the reality:

> I wrote a lot of [journal entries] before the semester began. I wrote them in March. [I thought,] I can do this, I can do that . . . . It's funny, but every year I lose a sense of real classroom situation and real student's ability during a spring break. But these journal entries during that month made me think what I could do to make my writing class better than the previous year. So writing journal helped me a lot. Then April came, and then I realized, OK, there are things that students are not capable of doing. (Interview)

Keiko's professional identity is based in part on her belief that it is her role to reconcile the ideal and the reality. Fulfilling this role involves, first of all, acknowledging one's importance as a teacher:

> What I think is [that the] teacher is the curriculum. Even if we establish a grand curriculum, if each teacher does not believe in it, or carry it out, then the curriculum does not mean much. But on the other hand, even if there is no tight curriculum, [if] each teacher knows what she is doing, I believe students will get what they need. (99-14)

Metaphors

In addition to the tensions, we identified two powerful metaphors that recurred in the data of the teacher-researcher in this study. Not only being a powerful stylistic device in narratives, metaphors can also provide valuable insight into teacher's beliefs and identity by revealing the teacher's basic pedagogical orientation, her personal identification with teaching and her social orientation (Sugrue, 1996).

The first prominent metaphor was the dual metaphor of learning as a journey and the teacher as a guide: "The most important role for me is to make sure that their learning happens and to facilitate [their moving on] to the next stage of learning and not to spoil their motivation but to facilitate it" (99-7).

The metaphor of the teacher as a guide occurs in other journal entries: A teacher should provide students with guidance for their future lives' (99-11). Part of this guidance is developing in learners a disposition toward lifelong learning, which she believes is the best asset a person can have (99-11).

The second prominent metaphor is teaching as planting seeds. In one instance, this metaphor is used to characterize her lack of certainty about how her class will affect her students later on: "Now I am not sure what kinds of seeds in students can bloom later on and what not. Just having a genuine question [about aspects or importance in writing] might sometimes bloom late in their learning career" (99-6).

Conclusion

This case study of a Japanese teacher of EFL writing has provided additional evidence for the view expressed in recent studies of teaching that analysis of teacher narratives can offer valuable insight into teachers' knowledge and thinking. We believe that our study has also shown how one teacher's identity is closely intertwined with her cognition. This teacher views teaching as much more than the transmission of knowledge from teacher to students. Her teaching both reflects and makes use of her various life and professional experiences deriving from her multiple social identities.

Some of the first author's multiple identities (for example, former student, nonnative speaker) over others are foregrounded at one particular moment and influence her decision-making and practice. At other times, these identities are less prominent, and a different set of identities (parent, adult) shape her judgement.

Our analysis of the first author's narratives has led us to assert that her professional identity is bound up to some degree with competing values, goals and needs—what we have labeled *tensions*. Advocates of the use of teacher narratives and of other types of interpretive studies of teaching generally believe that such research may bring about increased appreciation of the complexity of teaching and of the range and depth of teachers' personal practical knowledge.

In contrast to (or because of) the tensions, her use of metaphor of teacher as a guide of learner's journey seems to serve an important role of creating order in an ambivalent, unsettling and chaotic situation. As Lakoff and Johnson (1980, p. 156) have pointed out, this is a basic function of metaphors: to lend coherence to our experience by serving as"a guide for future action." The metaphor of the teacher as guide helps to make Keiko's goals and purposes specific and unified. It allows her to set aside conflicting issues in order to focus on a larger goal in her teaching. The metaphor also allows her to steer attention away from herself to students. Her metaphor reminds her to keep asking an important question: "Who am I in students' learning?" similar to what Connelly and Clandinin (1999) asked. In fact, the metaphor of guide for students' learning seems to be serving as her own guide that she uses in navigating and overcoming the different tensions that she experiences in her teaching.

Studies like this one can serve to raise awareness both within and outside the teaching field about the nature of teacher preparation and development. Teachers' narratives reveal that becoming a teacher and growing as a teacher are processes that involve far more than training. Teachers have complex and diverse life histories and knowledge networks. As a result, any teacher's professional identity is shaped by many influences outside and inside the classroom; in the words of the Spanish philosopher Jose Ortega y Gasset ("Death," 1955), "I am I plus my circumstances." At the same time, however, a teacher's professional identity has many different possible effects on that teacher's work in the classroom and beyond.

We agree that this may well be one of the outcomes of sharing studies like this one. However, we want to temper this view with a cautionary note. We want to point out that a study like ours puts a teacher/researcher in a vulnerable position in two ways (see Carter & Doyle, 1996).

First, a published report of a case study of teaching is a public exposure of a teacher's thoughts, beliefs, values and behaviors. Once such a study is shared publicly, ownership of the data presented in the study is no longer the teacher/researcher's alone. The teacher/researcher whose professional identity has been explored cannot control how others will choose to interpret the excerpts from a journal or from the interview. And under no circumstances will it be possible for any reader to adopt the same ecological perspective that she did.

But the issue of vulnerability goes beyond the fact that different readers will perhaps arrive at very different interpretations of the data. In producing a credible study of herself as a teacher, in sharing her narratives, a teacher/researcher's beliefs, values and limitations are exposed. Once these are shared in print, there is no taking them back and little likelihood of sharing periodic reports of further development.

As we applaud the growing interest in studying teachers as persons, exploring their beliefs and values, their identities and tensions, we must remember that research does not guarantee that the process will foster teachers' self-esteem and confidence or minimize the challenges they face. Not every narrative has a happy ending, either for the teacher who produces it or for those who read it. With these risks in mind, we can perhaps appreciate all the more the unique contribution to be made by research in which teachers explore their identity through narratives.

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The Development of Bicultural Identities: Japanese Returnees' Experiences

近年、第二言語習得、ならびにバイリンガル教育の研究者は、アイデンティティを複数かつ可変的なものとしてとらえるようになってきた。すなわちアイデンティティは矛盾をはらみ、時とともに変化していくという考えである。このような学説にもとづいて、本研究は日本人帰国子女の文化的アイデンティティの、長期にわたる変化を、本人の述懐を分析することにより考察する。この研究に参加した４人の学生は高校までを北米で過ごし、大学進学のため日本に帰国した。思春期には、この学生たちは、人は一つの文化にしか属せない、こちらかあちらか、という単純な二者択一の文化意識であった。しかし日本に帰ってきて母国に再適応するにあたり、アイデンティティに対する認識が、次第に２つの文化の様々な側面をあわせもった、多面的なものに発展していった。

In the field of SLA and bilingual education, the last several years have seen a surge of interest in issues of identity, and with it a shift towards viewing language learners as complex and multidimensional beings. Norton (2000; Norton Peirce, 1995) and McKay and Wong (1996) demonstrated the multiple identities of language learners. The learners' various social roles interact with their identity as language learner in a complex manner, which results in various degrees of investment in the target language. Tse (1999, 2000) and Kondo-Brown (2000) documented the long-term changes in bilingual individuals' identities. Language minority youths in the US typically move from a preference for the dominant culture to increased appreciation of their ethnic culture as they become older. Pavlenko (2001) showed that the new generation of bilingual writers who publish their work in their L2, English, are claiming their voice as no less legitimate than that of native speakers.

From these recent developments, we can now view identity as multiple, contradictory and changing over time (Norton Peirce, 1995) and posit more complex relationships between language and identity than have been assumed in the past (Pavlenko, 2001). Drawing on these theoretical perspectives, this study examines the changing cultural identities of Japanese returnees. Called *kikokushijo* in Japanese, these are the children of Japanese expatriates who spend several years abroad because of their parents' overseas job transfers and then return to Japan. By analyzing four teenage *kikokushijo* narratives of cross-cultural experience, I want to illustrate how their cultural identities matured over time. During adolescence, these students held an either-or view of biculturalism, assuming that one could belong to only a single culture. However, when they returned to Japan and readjusted to their home country, they developed a more multifaceted view of identity that integrates aspects from both of their cultures.

Methodology

The four participants in this study, Kikuko, Sawako, Rui and Kenji, are my former students at a Saturday Japanese school (*hoshuko*)[1] in Toronto, Canada. All of them had lived in North America for at least six years, either consecutively or in two separate sojourns (see

Table 1 for details of their backgrounds). They attended local public schools during the week and *hoshuko* on Saturdays. After finishing high school in Toronto, they returned to Japan to attend university. I worked with the four students during the three years in which they made a transition from Canada back to Japan: a few months while they were still in Canada, two years after their reentry into Japan, and another several months for analysis and feedback. The data for this study comes from interviews, letter/email exchanges, telephone conversations, and group journals (our communication was largely in Japanese, and the quotations that appear in this study are my translation, unless otherwise noted).

Table 1
The Participants' Places of Residence and Ages in Each Place

Name	Places and Ages
Kikuko	Kobe, Japan, 0-13; Atlanta, USA,13-17; Toronto, Canada, 17-18; Kobe, 18
Sawako	Kyoto, Japan, 0-7; Los Angeles, US, 7-10; Chicago, USA, 10-13; Kyoto, 13-15; Toronto, Canada, 15-17; Kyoto, 17
Rui	Nagoya, Japan, 0-3; Perth, Australia, 3-9; Matsudo, Japan, 9-12; Toronto, Canada, 12-18; Tsukuba, Japan, 18
Kenji	Kurashiki, Japan, 0-2; Kyoto, Japan, 2-11; Tokyo, Japan, 11-12; Toronto, Canada, 12-19; Fujisawa, Japan, 19

Data collection and analysis followed the methodology of narrative inquiry (Clandinin & Connelly, 2000; Connelly & Clandinin, 1988, 1990). Its philosophical orientation is that humans make sense of their lives and identities as narratives: Separate events and actions become meaningful only in the context of a plot of which they are a part (Bruner, 1987, 1990; MacIntyre, 1981; Polkinghorne, 1988). In turn, the plot itself is in constant revision as new events take place that throw our understanding of past events in a new light (Linde, 1993). I collected the students' stories at different points in their cross-cultural experience, and analyzed their changing cultural identities in these narratives, i.e., how the students understood and related to the host and home cultures and viewed the influence of these cultures within themselves. The next three sections present their narratives, followed by an analysis of the development of their bicultural identities.

Sojourn

While the four students lived in North America, they held a relatively simplistic view of cultural identity: that one can belong to only a single culture and that to do so requires assimilation of certain traits and values. This belief was most clearly expressed by Kikuko: "The moment I set out to make friends with Japanese, I decided that it would be impossible to speak to foreigners, given the number of Japanese [in my high school]." Kikuko was a high achiever academically, but virtually all her close friends in her Canadian school were Japanese. Her consistent use of the word foreigners (gaijin in Japanese) to refer to Canadians, even while she was in Canada, suggested her Japan-centered viewpoint.

Sawako had a much stronger desire to be accepted by Canadians. Just like Kikuko, however, she found it impossible to enter English-speaking social networks. While she was friendly with other ESL students, she argued that socializing with ESL students did not *count*:

> As long as I hang out with ESL students, I feel like I don't get to know life here, like I am not interacting with people who belong here.... My English doesn't improve either. I feel like I'm not recognized as a Canadian, I mean, as one of them.

For her, possessing native proficiency in English was the key to participation in the Canadian mainstream. If she did not qualify because of her limited English, she was not going to accept other ESL students as legitimate members of Canadian society either.

In many ways, Rui was the mirror image of Sawako: a student grounded in English-speaking Canadian life who desperately wanted to be Japanese. Rui himself thought that he was Japanese, but as someone who had spent two-thirds of his life outside Japan, he was not sure if other Japanese regarded him as one of them. He took great pains to maintain his Japanese language proficiency. He tried to attend parties as much as possible when invited by his peers from *hoshuko*, "because I have this belief that to be excluded from this group would be the same as being denied of my Japaneseness."

Kenji, the fourth participant, presents an interesting case. Although he arrived in Canada relatively late, at age 12, he was remarkably successful at being accepted by Canadian students. He believed that his athletic abilities helped him relate to his peers. By his final year in Toronto (Grade 13), his popularity was such that he was elected king at his prom. Nonetheless, he firmly believed that he was Japanese, with no desire to be identified as Canadian. He attributed his detachment from Canada to his involuntary relocation: "The reason for my coming here itself is—I just tagged along my parents. It's not like I chose it. So from the beginning, it was impossible for me to become Canadian." Although he enjoyed his life in Canada and was highly successful at making friends with Canadians, he fundamentally believed that one's allegiance belonged to a single culture. "To me, that is Japan," he said.

Reentry

Having completed high school in Canada, the four students returned to Japan in order to enter university. They moved to different regions in Japan and enrolled in different universities. After their reentry, they exhibited two different patterns of readjustment: Kenji and Kikuko tried to assimilate to Japanese norms of behavior, while Sawako and Rui differentiated themselves from regular Japanese. While their coping mechanisms were the opposite of each other, their fundamental understanding of their situation was the same: They were strangers entering a homogeneous culture with highly codified norms of behavior and values.

Kenji and Kikuko assumed that differences must be minimized and that the onus fell on them to narrow the cultural gap. Kenji joined the *taiikukai* golf club. *Taiikukai* is the Japanese equivalent of varsity with strict seniority-based hierarchy among students. Its highly regimented code of behavior imposes a harsh regimen on its members. Kenji believed that being in *taiikukai* was an excellent way to reacquire the behavior expected in a highly collective society. "In another two or three years in here," he told me, "I think I'll become quite confident of my manners and conduct in hierarchical relationships. In short, how to play my assigned role in an organization."

Kikuko too assigned herself a task of assimilation. Since she possessed high proficiency in Japanese and was privy to the current Japanese popular culture from her extensive reading of Japanese magazines and newspapers in Canada, she was able to create a credible persona as a "returnee who is not like the *standard* returnees." In both Kenji's and Kikuko's stories, we can see clear evidence of their belief that to become a member of Japanese culture requires assimilation of certain values and behavior, perhaps at the expense of what one has learned elsewhere.

In contrast, Rui and Sawako emphasized their uniqueness. Rui's change of identity was dramatic. Although in Canada he had longed to be accepted as Japanese, hardly a week in Japan passed before he decided that he was no longer Japanese. Long away from Japan, he had held an idealized image of the country. The reality was a major disappointment. In his disillusionment, he fell into a simplistic "Canada (or North America) is good and progressive; Japan is bad and backward" mentality. He associated exclusively with other returnee students on campus, saying that he had difficulty relating to nonreturnees. "The Japanese don't look at you in the eyes," he said.

Sawako also thought that being a *kikokushijo* was something she should accentuate. Her hope was that her unique background would serve as a conversation opener when meeting new people, and indeed for a while after she entered university, her identity as a *kikokushijo* was welcomed. She joined a rock band club, and other club members took to calling her "*kanada-jin* (Canadian)." They sought her advice on the pronunciation of English words that appeared in their repertoire. Soon, however, a rift started to emerge. Despite their ripped jeans and bleached hair, Sawako's peers favored consensus in decision making and hierarchy among members. When she spoke her mind or when she approached her *senpai* (seniors) as equals, her behavior stood out. She was accused of being ignorant of "Japanese common sense." If the club members positioned themselves as proprietors of Japanese common sense, Sawako also took the practices of this small group as representative of Japanese culture. "If one person speaks ill of you, then the whole group will start looking at you negatively," she said. "Getting along with others is important here. It's a strange world, Japan."

Reconciliation

About one-and-a-half years to two years after their reentry into Japan, all four students started to change. First of all, they started to socialize in different circles. When they first entered university, they associated with peers who happened to be close by: club members, people in the same department, other *kikokushijo* who entered university at the same time. These were socializing opportunities created by the rhythm and structure of university life. Their social circles were relatively limited, and yet they tended to view behavior and opinions within those circles as representative of Japanese culture as a whole.

Kenji, after a growing frustration with the regimented practices of *taiikukai*, began to spend more time outside the club. Sawako formed her own band. Sometimes, their search for a wider world took them outside the universities. Rui, while he continued his strong ties with other *kikokushijo*, started to attend a nearby Christian church. He said that people there were warm and friendly, ready to include any newcomers, a trait he found rare elsewhere in Japan. Kikuko began a part-time job at a video rental store near her home. She socialized with other part-timers and briefly dated one of them.

In expanding their social networks, the returnees seemed to have realized that even in an allegedly "homogeneous" society like Japan, there are in fact people with markedly different values and ways of thinking. Not fitting into one group does not mean that you cannot fit into another. For example, at the end of her first year in university, Sawako went on a trip with several peers, and five of them became very close. Late night talks and an endless flow of beer helped nurture the bond. For the first time since she returned to Japan, Sawako found herself truly included. One of her peers said to her, "But I want people like you who can speak up their mind as my friends. I'm glad we've become friends." In the original group in which she socialized, speaking up one's mind was considered selfish; in another group it was welcomed.

As they began to find people who accepted and supported them, the returnees also gradually came to terms with their own bicultural identities. It was interesting to observe that Kikuko and Kenji, who had tried very hard to assimilate into a "collective culture," both came to feel that they could not, and did not want to, fit in. After relating the problems he had had with his *taiikukai* peers, Kenji told me, "I'm really not good at 'Single file! Stand straight!'" Kikuko too observed, "Recently I have come to realize that I'm not suited to acting like one of the group so I've stopped forcing myself to pretend that I am, and try to live more individually."

Rui, on the other hand, became more appreciative of Japan. Approximately one-and-a-half years after he returned to Japan, he emailed me, saying, "I'm getting along, and I now realize that I must take advantage of the situation; that I am in a *good* university that has definite potential to shape my life in many positive ways." Then he added, "Quite a change since last year, don't you think?" (original in English, his emphasis). In short, those who tried to assimilate by burying the parts of themselves that did not fit into the dominant mode of the society realized that it was *OK* to be different. On the other hand, those who refused to identify with Japan, dismissing it as inferior to their host country, learned that Japan in fact had much to offer as long as they were willing to give it a chance.

Discussion

A longitudinal perspective such as the one adopted in this study helps us see that returnees' identities are not static. Rather, identities are shaped and reshaped in the interactions between the returnees and their sociocultural environments. They had one set of identities with which they operated in Canada; after their return to Japan, each person's identities had to be reworked because they were now involved in different social interactions. Later, their improved readjustment to life in Japan and expanded social networks again entailed some shift in identities. In the ways the four students negotiated and renegotiated their identities with their surroundings, we can recognize their increasingly sophisticated understanding of the relationship between culture and identity.

As adolescents, the four students had a relatively simplistic notion of the relationship between culture and identity. Dealing with multiple and often conflicting cultural allegiances is a complex task. The students simplified the task by focusing on one culture over the other. That way, they did not have to divide their attention between two worlds. However, as they spent time in university and settled into the life of a college student, they became capable of a more complex approach. Socializing with a wider range of people taught them that culture is multidimensional and often contradictory. No one has a command of the entire repertoire of a culture; no one certainly belongs to the entirety of a culture. What each of us achieves is partial belonging. By taking part in local and tangible communities, we gain a sense of belonging to abstract collectivities such as culture and society (Wenger, 1998). Obviously the students in this study did not make their social observations in such theoretical terms. However, at least the realization that one does not have to accept all of a culture in order to belong to it made it easier for them to negotiate their place within Japanese society and to accept their own bicultural identities.

An interesting question is what prompted this change in identity. The literature suggests that college age is when bilingual individuals often learn to accept their dual identity (Baetens Beardsmore, 1986; Kondo-Brown, 2000; Tse, 1999). In university, students meet people from more diverse backgrounds than they have been accustomed to. The multicultural ethos of a university encourages bilingual students to socialize with a wider range of people. In this context, being different becomes less problematic.

However, I also believe that the fact the returnees' bilingualism and biculturalism had more value as "cultural capital" (Bourdieu, 1991) in Japan than in North America helped their reconciliation. Kenji once told me that in Canada he was after all just one of the "Asians," with all the stereotypes attached to it, but "if I go back to Japan, maybe I can be somebody." Despite the rhetoric of cultural diversity, in the mainstream North American context, the students in this study were more likely to be defined by their lack of English proficiency—as ESL students—than by their bilingual and bicultural knowledge. By contrast, in Japan the knowledge of their native Japanese is vital to social participation, and the knowledge of English and North American culture carries high prestige. When society grants recognition to a particular competence, it is easier to incorporate it positively into one's identity. I argue that that is part of the reason why these participants were able to affirm their bilingual and bicultural identities in Japan. In particular, after they spent some time in Japan and honed their Japanese linguistic and cultural competence, whatever else they possessed was an *extra*, and this carried a significant weight in Japan.

Conclusion

In this study I investigated the changing cultural identities of Japanese returnees. My analysis of the longitudinal narrative data suggests a gradual shift in the returnees' identities from a polarization towards one culture to a balance between two (or more) cultures. Rather than choosing between total rejection and total assimilation, the students started to pick and choose parts of each culture compatible with their values. This in turn made it easier for them to come to terms with their bicultural identities.

Language teachers working in Japanese universities meet many returnees like those in this study. There is much that language teachers can do to help returnee students come to appreciate their bilingual, bicultural identities. First of all, every time I interviewed the four students in Japan, they were extremely eager to talk, which suggested that perhaps they did not have many people they could confide in. I suggest that English language classes, especially those for returnee students, could provide returnees with opportunities to share their experiences in a supportive environment. Rui had such a class, and he appreciated the opportunity to unload himself and also to learn that many of the difficulties he was facing were shared by other returnees. From the point of view of language teaching, drawing on students' cross-cultural experiences in returnee English classes has two advantages: (1) English is used for authentic communication; and (2) the class content is personally meaningful to the students.

However, I do not think that the sharing of stories, cathartic though it may be, is enough. The findings of this study suggest that after their return to Japan, returnees are apt to take a rigid, judgmental view of their situation and themselves. Sweeping generalizations about life in Japan and stereotypical characterizations of the host country are rampant in the stories of recently returned students. Language teachers can help direct the returnees' attention to diversity within a culture by gently challenging the broad generalizations the students make about the host or the home culture. Judging from my own experience, it is tempting for Western-educated English teachers to join the re-. turnees in the chorus of complaints about what's wrong with Japan or Japanese universities. But I believe that it is the adults' responsibility to encourage the youths to critically examine their own assumptions and biases in making their judgments, helping them to see that there may be an alternative interpretation.

Notes

1. *Hoshuko* are Japanese supplementary schools established outside of Japan for the purpose of helping grade-level Japanese expatriate students maintain and further develop their academic proficiency in Japanese.

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Unfinished Business: Identity Formation and Rejection Through Language Learning

この事例研究では、ある多言語者のアイデンティティが、いかに社会的政治的要因によって形成されていき、またそれが、いかに彼の言語選択に影響を与えたかを検証する。ライムンドは日本に長く住む北欧系のアルゼンチン人だった。彼は20の言語を学び、亡くなる前は4つの言語を流暢に使いこなし、さらに数言語をある程度話すことができた。ライムンドは人種、言語、国籍、性に関して、複雑なアイデンティティを具有し、しかも彼のアイデンティティの受け止め方や、安全な表現の仕方は常に変化していた。ライムンドは言語学習により、ディスコースを批判的にとらえ、また言葉や身体的圧迫からのがれる手立てにしていた。彼は言語を選び、避けることで、長期にわたり、またその時々で、自らのアイデンティティを作り変えていった。ライムンドの事例は、私たちが複数の、可変で矛盾にみち、隠れていることさえある、アイデンティティの持ち主であることを明らかにし、これに対する研究者や語学教師の配慮の必要性を示唆している。

I'd known Raimundo for years before I interviewed him[1] for a case study on language learning. I knew he had a complicated identity and knew lots of languages. I discovered unexpected complications and languages, and also learned about the power of language to help us resist, escape, and create new identities and lives. When teachers are touched or fascinated by a learner's story it reminds us that learning languages matters, and that each student has a history we need to be sensitive to. Potentially daunting theories of identity and language learning become more accessible if we can connect them with a real person. So I'll tell Raimundo's story and touch upon its relationship to current poststructuralist theories of language, discourse, identity, agency and power.

Multiple, Mutable Identities

Raimundo's story is unfinished because he died suddenly before we finished our interviews, and because Raimundo was constantly recreating, re-presenting, and even misrepresenting himself when discretion was called for. He spoke five languages by age six, arranged to study three more by twelve, and studied twenty in all.[2] He varied his explanation of his ethnicity and nationality, what names he went by, what languages he admitted knowing, and what speech communities he entered depending in part on whether he wanted to reveal his history of oppression and resistance during Argentina's military dictatorship, his homosexuality, or his HIV status.

Raimundo's unusual story illustrates how we all have unfinished identities constantly created by both ourselves and the individuals and institutions we interact with. Norton (2000) writes that "the concept of identity as a site of struggle is a logical extension of the position [of feminist poststructuralist theory] that identity is multiple and contradictory. If identity were unitary, fixed and immutable, it could not be subject to change over time and space, nor subject to contestation" (p. 127). Norton illustrates how, depending on the social context, a combination of markers such as age, gender, apparent ethnicity, and degree of competence in a particular language can trigger someone being positioned as either a well-traveled person with a charming foreign accent or an ignorant lower class immigrant. Individuals who want to change how others identify them struggle for the right to speak so that they may demonstrate their competencies and qualifications even while the form of their language is being held against them. In elementary school Raimundo soon learned that if he slipped into Swedish, he'd be targeted by teachers and students, and forty years later he was still using multilinguality to resist or escape oppressive subject positions imposed on him and those around him through language.

What languages do our students feel comfortable using and what identities can they reveal? Both language teachers and language attitude researchers should be sensitive to how discourses and ideologies of race, gender, sexuality, nationality, class are enacted or resisted through language use choices (see Pavlenko, 2001). Students may have invisible identities (ethnic, sexual, class, religious, political, health-related) (Vandrick, 1997). Teachers need to monitor what is said and left unsaid in the classroom and interject a wider, more nuanced or more multicultural perspective when even unconscious *othering* is taking place. A discussion on the high rate of divorce of *those Americans* may take place in the presence of a student whose parents are divorcing. A Japanese student may return from a trip to talk about how bizarre San Francisco was or how obnoxious some Koreans were, not realizing that a gay classmate or a student hiding Korean ethnicity is listening.

"I Don't Belong to Argentina"

Raimundo had a Swedish surname and looked Swedish, and he often introduced himself as Swedish until he knew someone well. He had a Swedish father and an Austrian mother who immigrated to Argentina before he was born. Raimundo was an Argentine citizen, but he never felt very Argentine, and he said, "being American or Argentinean...it's just a word in the passport . . . . It doesn't affect us as a person . . . . I don't belong to Argentina." "I have no attachment to the country at all. I think the mountains and lakes are very beautiful, but the price I have to pay to live there is too high, and . . . I cannot afford that. I mean internally, for myself." Although he taught and translated Spanish while living in Japan, he avoided Spanish and Portuguese speakers, books, and films outside the workplace for many years. South American immigrants in Japan, unlike the Swedish, tend to work in low-prestige jobs and to be subject to negative stereotypes often associated with large groups of people immigrating for economic betterment (see Bortz, 1998). But Raimundo denied his Argentine identity to avoid the judgments of not just the Japanese, but of other Argentines. He didn't want talk of his homosexuality or his gay activism during the 1976-1983 military dictatorship getting back to the Argentine embassy staff. He told me how at age eighteen, in Argentina, he was begged for "a kiss" then entrapped, beaten, robbed, and sexually assaulted by an off-duty policeman. The transcript continues:

J: [G]oing back to Argentina isn't really a choice to you.

R: No. It's not a choice. Never. I'm done with that.

J: So do you think that has some influence on your feeling of who you are as you are in other places and learning other languages, and using . . .

R: Probably. And I spent . . . years without using Spanish at all when I first came here [to Japan].

J: So you didn't make any Spanish-speaking friends?

R: I didn't want to. I didn't trust them.

Embracing an identity is hard when the discourses of that identity feel alien. Raimundo said, "The Latinos I knew then [in Japan], their main interest was . . . soccer games and car races . . . . I couldn't find any way to relate to them . . . . And they put the Argentine flag out. Nonsense." He talks about a town near Tokyo known as Little Buenos Aires. "I've never been there, I don't have any interest in going there . . . . It's Argentineans who . . . life is limited to Spanish . . . and they don't care, they don't know." Raimundo avoided Argentines who gathered solely to forget the wider world and socialize with fellow nationals, but he took a job directing a telephone counseling service for Latino speakers in Japan. Raimundo enjoyed socializing with the volunteers because they met not simply to perform being a Latino in Japan but to serve humanity in the form of their fellow Latinos. Raimundo's identity again evolved through this shared endeavor in a community of practice (Wenger, 1998) where his counseling and training expertise made him a core member instead of a marginal member unable and unwilling to talk sports.

Even as a child, Raimundo's Argentine identity was problematic. He grew up in Bariloche, Argentina, a mountain resort dominated by ethnic Germans where open Nazis freely settled (Dam, 1995). "It was like a German colony . . . we are 'us'. They are different. The locals eat different things, do different things, speak differently . . . until I went to school I never heard a word of Spanish, not one word."

"Locals" went to neglected Spanish-medium public schools. Raimundo went to an authoritarian private elementary school where lessons were taught in Spanish and German and all the teachers were German. Raimundo started school a year early. His older brother had brown eyes and having only one Austrian parent didn't make him pure enough for the school administrators without blue-eyed Raimundo beside him. "[The teachers] had this dream like, it didn't work out there [in Nazi Germany], so here we can make it work . . . because the other countries were against Germany Hitler killed himself, right, so we have to make a new Reich."

Raimundo's Agency in Becoming a Language Specialist

Raimundo believed that hearing four languages spoken in his home primed him to pick up languages easily. In his home German (his mother's language) was spoken three days a week, Swedish (his father's language) three days, and on Sundays they spoke what they chose. He learned two indigenous languages from servants. He first was aware of incomprehensible speech when he heard Spanish at school, and when his mother explained that this was "a different language" and that he would soon learn it, he decided he wanted to learn even more languages, and he loved learning languages from then on. His parents encouraged him to learn any language he expressed interest in, and he learned an indigenous language of Paraguay from his mother although no one but her spoke it where he lived. At age eight he convinced his parents to pay the school to provide private English lessons just for Raimundo (his brother soon quit). Raimundo picked a junior high school where he could formally study the French he was already picking up from an adult neighbor, while his brother chose Spanish-medium schools and stopped speaking Swedish and German. Raimundo, said, "I couldn't really talk with other teens because they were . . . so boring. They were into the latest fashion . . . and I had a basic interest in languages." So Raimundo aligned himself with adults who could informally teach him French and Danish. Raimundo chose an international Spanish-medium Catholic high school (and was excommunicated for his views expressed in religion class). While other students reluctantly struggled with all the languages in the experimental curriculum, Raimundo joyously and easily learned the French, English, Latin, Greek, and Arabic they were taught.

Questioning Hometown Ideologies

Raimundo learned languages for the pleasure it brought him, but also to access information not available at school and home. I asked how his parents felt about the elementary school's Nazi ideology:

> *R*: At home my father was against Germany and he knew that all this going on in school and he said "I will not say one word about education, that's your mother's task . . . . Don't ask me." And she will tell me about her being a Hitler Youth . . . . It sounded like fun, like being in the boy scouts . . . like doing something good because we are better. When you're five years old and you hear from everywhere you don't question it, right? But later on I started to think there must be something wrong there, and probably there started my idea that I would go to Europe to see for myself, to meet . . . my great-uncle and to talk with him. He was the main Nazi boss in Innsbruck, Austria, and I wanted to meet him and I wanted to go to Sweden [in another interview, he says he wanted to meet two Swedish half-siblings], I wanted to see my roots, so to speak.
>
> *J*: Before you went, though, I think you didn't know what he'd been doing in Innsbruck, right?
>
> *R*: I didn't know . . . . When I was going to school there were two Germanys already. Two parts. And I think, why if they are so bright and so superior, why is there East and West Germany? I couldn't feel that they are [superior] . . . . So I think I have to go there and see for myself what's going on there. But I can't now [at age eight or ten].

I asked Raimundo if he also questioned Bariloche's race/class system, for example the ethnicity of servants. He answered,

> Yes. And I ask . . . my grandmother, "Why is this happening?" "Because they don't know German, they're not Germans". . . . So I think at that point I started to think, "OK, I will go to Europe and see with my own eyes, because here it's not real, what's happening here, something is wrong here, in this town."

The boys couldn't date "local" girls and Raimundo's parents disapproved of the brother's marriage to an Italian-Argentine, not knowing that Raimundo had a Black boyfriend in high school. Raimundo left Argentina at 17 because he needed another perspective on both world history and his family, not because he had the sort of "positive" attitudes towards Germany that would show up on a language attitude survey. Hodges (1998) writes that:

> Ideologies about identification can be countered through attention to the material details of the lived past . . . to encounter one's own manipulated and manipulating self is an oppositional strategy that employs a critical and conscious reading of the internalized interplay of social forces. (pp. 288-289)

Raimundo spent sixteen months in Europe, and met relatives in Austria and Sweden who told him stories like the blue eye color school enrollment story mentioned earlier. Through seeing Europe for himself, and through discovering that he had both Nazis and Jews in his family tree, he co-created a new narrative and a new identity for himself (often by contrasting his life path with his brother's), rejecting superiority granted by accidents of birth but believing in superiority earned through broadening intellectual engagement and daring to explore an unknown world.

Richardson (2000) writes that according to poststructuralism, "language constructs the individual's subjectivity . . . . Experience and memory are thus open to contradictory interpretations governed by social interests and prevailing discourses. The individual is both site and subject of these discursive struggles for identity and for remaking memory" (p. 929). For example, someone who forty years ago quit a job because she didn't get along with her boss might remember that time of her life now and realize that she quit because she was "sexually harassed"—with a new feminist discourse available a new memory is made.

Raimundo contradicted the discourse of German superiority he had been exposed to by his teachers and relatives and remade his memories of world and family history, but he maintained his parents' admiration of multilingual intellectualism. He used his multilingualism and achievements as top student in his schools to escape his hometown and to travel, study, and work abroad. Raimundo was pulled by his intellectual inquisitiveness and pushed by the racism and homophobia of Bariloche to leave home. He also followed the typical progression of gay people moving from small towns to metropolises. "I could never live in Bariloche. It's too small. If I see a guy once, and this evening again, half of the city will know." Pavlenko and Lantolf (2000) write of this individual agency within power relations:

> It is ultimately through their own intentions and agency that people decide to undergo or not undergo the . . . linguistic, cultural, and personal transformation [of late/adult bilingual border crossings]. This decision may be influenced by various factors, including one's positioning in the native discourse and the power relations between the discourses involved. (p. 171)

Border-Crossing Narratives

Second language acquisition research examines how individuals who move to new cultures and learn new languages there reconstruct new identities through social interaction (e.g., Norton, 2000) and through the personal narratives they construct around their life trajectories (e.g., Pavlenko & Lantolf, 2000). Raimundo constructed an identity as a free citizen of the world by traveling and working in Europe, entering Stockholm's safe public gay community, and studying at the Sorbonne, where he acquired a Japanese boyfriend. But he couldn't afford to go to university in Europe. He returned to an Argentine dictatorship where overnight Europeanized cosmopolitanism was a liability and some of his friends were among the 20,000 to 30,000 "disappeared," of whom France writes, "The vast majority of the state's victims were educated, politically aware men and women between the ages of twenty and thirty-five . . . . Many were students of politics or literature . . . even intellectual curiosity was subversion enough to merit death" (1998, p. 15).

Stories of immigrant language learning often contain a theme of loss of self-integrity or identity as the original ways and language fall away after leaving the home country (Pavlenko & Lantolf, 2000). But Raimundo decided that he could only construct a true identity for himself by leaving the social site built upon lies and suppressed truths in which his initial identity was formed. Raimundo experienced a greater threat to his "true self" when he returned to Argentina. He was jailed several times and tortured with beatings and electric shock for being suspected of being gay, although he was never caught for his involvement in the Homosexual Liberation Front. He taught English and German while in graduate school, but the military closed down the teaching of foreign languages. So, he said, symbolically looking for that Japanese boyfriend, he headed for Japan, and in twenty years only returned to Argentina for a visit or two.

Ongoing Identity Struggles and Language Use

While living in Japan, "depending on the day," Raimundo thought in German, Spanish, English, Swedish, or Japanese. He chose languages according to whom he wished to align himself with and which part of his identity he wanted to reveal. For example, in cyberspace he could hide that he had AIDS and present his ethnicity and nationality as he pleased, and Raimundo made good use of Japanese language gay chat rooms until his computer crashed and he lost his Japanese software, when he switched to English chat rooms and made more worldwide contacts in various languages.

Bailey (2000) writes that "language is a medium which affords individual social actors the freedom to highlight various aspects of identity [e.g., through code-switching]; but it is also a medium through which constraining, hegemonic forms of ascription—e.g. social classification based on phenotype—are invoked and reconstituted" (p. 557). Raimundo grew up confined by the discourses of racism, colonialism, fascist nationalism and heterosexism, but he freed himself through language learning. His life illustrates how "while a person may be positioned in a particular way within a given discourse, the person might resist the subject position, or even set up a counter-discourse" (Norton, 2000, p. 127). Language became both the economic instrument of escape and the symbolic instrument for forging a new international, multilingual identity as a gay intellectual, spiritual seeker, and community educator and activist not bound by accidents of birth.

But Raimundo's story is no simplistic narrative of *progress* towards one fixed cosmopolitan identity. Queer theory (see Gamson, 2000; Jagose, 1996) sees all identities as continually socially constructed and questions claims to any naturalized stable essential identity. Just as Raimundo questioned the "natural"

270

right of the state to define him as Argentine, and rejected that identity at times, he questioned his own sexuality and twice returned to trying to live as a heterosexual; later after he considered his gay identity stabilized, he often concealed that he had AIDS. He also enjoyed playing with his shifting identities, designing business cards with various names highlighting different ethnicities in his family tree, (reminding me of EFL students adopting English names).

Norton (2000) writes that "the voices of particular learners, their distinctive histories, their unique desires for the future . . . are important in understanding the relationship between identity and language learning" (pp. 47-48*)*. Many turns that Raimundo's life path took were at the intersections of language, identity, and power. He went to Europe seeking the perspectives of Europeans on the inequalities of class, race, and language in Bariloche. Living in less homophobic parts of Europe gave him a vision of a freedom he was willing to fight for in Argentina, pitting the international ideology of gay liberation against government propaganda and violence. In Japan he chose among languages as he managed how others who might be prejudiced perceived him and as he retreated for some years into his own prejudice against Spanish-speakers, gradually relearning to selectively trust Latinos while still not trusting the Argentine government (see Human Rights Watch, 2001; The International Lesbian and Gay Association, 2000).

Bateson (2000) writes of how we should approach teaching and all of life as participant observers, looking with curiosity and respect on others and being open to surprises from those (such as our students) that we think we know best. She acknowledges that it takes too much time and energy to do that all the time, but recommends the reading of life stories as a way to keep refreshing our vision. Raimundo teaches me to humbly question how well I know myself and others; our strengths or vulnerabilities or how we'll define ourselves tomorrow.

Endnotes

1. Raimundo and I talked informally in English on audiotape for around fifteen hours. My questions often directed the conversations, I tended to finish his sentences, and I've selected only a few events from his forty-odd years, so there is a lot of me in this narrative. He was from Argentina and I'm a white American woman, but both of us were long-term residents of Japan, were queer, were meditators, had graduate degrees in applied linguistics and had taught languages.
2. At some time in his life Raimundo had some ability to speak and/or read these languages, grouped in descending strength by most recent ability: A) Spanish, Portuguese, German, Swedish; B) English, Japanese; C) French; D) Italian, Danish, Dutch; E) Bahasa Indonesian, Latin, Greek, Sanskrit, Arabic, Mapuche, Tehualche, Guarani, Thai, Malay.

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A Language of Their Own: Young Japanese Women Writing Their Life in English

Life writing in English has been the object of considerable critical scrutiny for the past several decades, especially in attempts to theorize it in terms of genre (Neuman, 1991). Certainly, theorists of self-representation, such as Paul Jay (1984), for example, have discussed the notion of an unstable, multiple self. My own experience with life writing classes tells me that young Japanese women writing about themselves in English can be identified as destabilized "subjects in process" as they live their lives in one language and write about them in another. Thus, rather than generalizing about life writing as a genre "where concepts of subject, self and author collapse into the act of producing a text" (Sprinkler, 1980, p. 342), I wish to particularize the subject of life writing by looking at the writing of my students and describing the role identity plays in the classroom when students are straddling the language of experience and that of narration. I want to also acknowledge the awareness my students gain of themselves as individuals, as writers, and as the subjects of their stories.

This paper has grown out of my own classroom experience; it is as much life writing as academic paper. For this reason, I have chosen to foreground personal experience and my own students' writing. I have been teaching life writing to second-year junior college students for five years and have discovered in students' stories variation, detail, colour and depth that I never imagined. By the end of the one-year course, students desktop publish a life story of approximately 4000 to 5000 words which has been developed through monthly email drafts, constructive peer review and collaboration, and sharing their stories. Students have the opportunity to become more interesting writers and perceptive readers while realizing just how fascinating their own young lives are.

The foundation of this life writing class is honesty and openness because the topic is sensitive. Thus, it is important to create an atmosphere where students can be supportive of each other while learning English writing and computer skills. Accordingly, content and interest are prioritized over grammatical accuracy. As one student described her experience, "I felt relieved and happy when I realized that it was not necessary to be able to write like a native speaker, that I had my own style of writing, which was special." I have found that instead of being intimidated by lin-

本論文は、日本人の女子学生が書いた英語のライフライティングを２例取り上げ、書き手が英語を用いてどのように自分の人生を語り（ナラティブ）の形にし、自分のアイデンティティを表現していくかを取り扱う。学生たちがどこから自分の人生の物語を語り始めるのか、どのようにして心の中にある内容を効果的で力強い文章にしていくか、また書くことによってどのように自分の視野を広げ、どのように自分自身のことに気づいていくのかを分析する。さらに、ライフライティングに取り組む学生を手助けする教師の役割を考察する。

guistic limitations, students become more creative, finding their own voice, indeed their own language, as they write.

This paper looks at how students go through the process of writing about their lives, and suggests how a teacher can guide such a writing class with personal and critical sensitivity. I begin by comparing two examples of student writing to show the difference between writing with an "eye" perspective, the goal of life writing, and writing from an "I" perspective that is focused inward. This is followed with a more general consideration of my own identity as a teacher, and how I interact with the students to bring the subject of their lives forward in writing. Life writing is a useful departure point for students to learn about themselves. By focusing students' attention on interesting narrative content instead of linguistic shortcomings, teachers can better assist their development as English writers as well as learn more about the lives their students lead.

Turning Lives into Stories

At the start of the life writing course, I give students models of life writing such as *My Place* by Sally Morgan (1987) or *Dakara anatamo ikinuite* by Ohira Mitsuyo (2000). These moving stories written by women are ones the students can relate to and thus they get the inspiration to start writing about their own lives. Even more moving are the stories I give them written by students in previous years; students become motivated because they want to learn to "write like that."

In successful life writing, the subjectivity with which we view our own lives is translated into a narrative in which we are characters. Imagining herself as the character of her story gives the writer a chance to more fully understand the person she is writing about, namely herself, and to create a picture of that person, so that she more fully exists, since "our stories validate who we are; they are our personal myths" (Miller, 1994, p. 9). Therefore, students need to learn early on that writing does not violate the privacy of their lives but rather affirms their image of themselves. Though they may only have a vague image of who they are when they begin, as they write, that image becomes clearer. A student described this process:

> I was surprised with the difference between the way I had imagined things had been, and what I realized while I was writing. There were many emotions that I learned about for the first time when I put them down on paper. I also realized how foolish I had been, because I was able to look at myself objectively.

The critical objectivity that allows this student to reassess her life becomes important when the teacher constructively develops a student's writing.

Where Does a Life Story Begin?

Instead of relying on memory, some students begin the story of their life with stories they have been told about their birth:

> I was born on December 22, 1979. The expected date of my birth was 12 days before that, so everybody was waiting and worried, especially my parents. It was a cold day but the sky was clear. In the evening when the sun was going down, my mother felt a faint pain so she asked my grandparents to take her to the hospital. She was nervous, thinking how hard it would be. My grandmother accompanied her to the hospital and she kept stroking my mother's back as she said to her, "You will be all right!"

In addition to stories they have heard, students have other evidence of their early life. Photographs and videotapes, like stories, are familiar and cherished, and can be endlessly scrutinized by the writer for clues to who they must have been:

> There are about a dozen one-hour videos of the family when I was a child. From what I see on the videotape, I never cried. Even when my brother took my milk bottle off me, I sat quietly. When I wanted some toys or sweets, I would just stand in front of these things saying nothing.

Stories they have heard and enjoyed many times may help some writers begin the difficult task of writing about their lives.

Other students prefer to begin with a deeply felt experience. A homestay abroad or teaching practice at a junior high school can be a powerful and positive experience that has changed the way a student views her life. Still other students choose to write about a painful experience such as being bullied at school, or of tense family relationships. Illness may also serve as a departure point as it does in the case of M, who begins her life story with a brave confession: "I have an illness. It is called anorexia." In the following paragraph, she recalls her decision to participate in a 1000-metre race in spite of her delicate state of health, and describes what happened:

> At the sound of the gun, we all started running together . . . . We ran four times around the oval and were running the final lap. When I looked ahead of me, I saw a girl I hated who always said nasty things about how thin I was. I wanted to run faster than her so I ran with all my might. I overtook her. I was very happy. But as I overtook her, suddenly I collapsed and blacked out.

Rushed to the hospital in an ambulance, M regains consciousness, only to witness her parents fighting about her:

> When I looked at my father, he was blaming my mother for my becoming so thin. Before worrying about my condition, he was blaming my mother. They were fighting and I was very sad because my father was fighting with my mother outside the door without even coming into the room to see me. With the little strength I had left, I shouted at them to stop fighting. I told my father that it was not my mother's fault at all, and that nobody was to blame.

This version of M's story only emerged in the course of revision. Initially, she was reluctant to share her story with anyone other than the teacher for fear of being misunderstood or disliked. Consider the perfunctory nature of the first draft:

> One day (I was high school student) there was strength test. It was 1000 kilometer marathon. I do not know why I became the ill. But I rested last semester because of the ill. And I enter in hospital. Though I became the ill took all the way. But now I return to my health. I am very happy.

Here, the marathon incident is afforded a single sentence, only implying a connection between the race and her illness. As M uncovered other memories and emotions, the insistence on happiness and recovery was edited out. Moreover, the feelings of reluctance about sharing her story evolved into a sense of pride and a determination to make her story public.

"I" vs. "Eye"

Life writing ideally develops an awareness of self and examines relationships with others, but not all writers are ready for that. M's story grew and became more impassioned without deepening in terms of self-awareness. Writing about her experiences was no doubt valuable, but M was unable to step back and consider the events of her life from any perspective other than her "I" perspective.

M's version of her life can be contrasted with C's story which deals with herself as a subject from the position of writer. Her "I" is an "eye" that observes and, at another level, is observed. In the passage below, C writes about her being bullied as a child, describing an incident that develops into a story including other people, not as adjuncts to her "I" but as characters who are of great interest to her story:

> On my way home from school, there was a street which I didn't want to walk along. When I was walking along that street, sometimes I saw a boy who was the same age as me but was much bigger than me. He often came over and kicked me. I said to him, "Stop it," but he kept kicking me until I arrived at my house. Before I went into the house, he told me not to tell my parents or my teacher about this. I really wanted to tell them, but I couldn't. If I did...I knew he would kick me even more after that. Every time I went home, I prayed that I wouldn't see him anymore. I didn't know what to do.

This situation is unpleasant but tolerable as long as it is confined to her, but when her younger brother starts school and the bullying is extended to include him, C is increasingly concerned with her inability to solve the problem.

> When my brother told me about it, I felt terrible. I wanted to help him as an older sister but I couldn't do anything for him. I felt I was not a good sister, and I was worried about my brother.

Because C's "I" is an "eye", she is able to develop a story that treats other people as important as herself in the telling of her story. By telling us about the lives that affected hers, and about how she attempted to deal with the problems of others, we learn a great deal about her. When the neighbourhood boy stops the bullying of her brother, C recalls how relieved she felt.

> I thought what a nice neighbour I had. My neighbour seemed very cool to me at that time. And after that the boy stopped kicking my brother, but he still kicked me.

Her life story became richer by admitting other characters into it.

Observation, Not Explanation

We can see that the first-person subject can be very focused and inward looking, or turned towards the world and others as an observer. In the case of M, the most important thing is to write what has been unsaid; lessons learned can be saved for later readings. In other cases, the story itself will already have acquired a life of its own and offer more illumination to the reader.

From C's description, it is clear that she was much more concerned with her brother's bullying than her own, but the resolution of that more pressing problem is not the culmination of the episode. Instead, the narrative grows more complex. When C "concludes" the story of her brother's bullying with the wry "he still kicked me," she continues to weave her own story in and out of the threads of other lives as well as her own.

However, C does not resort to explanation to drive the narrative; instead she juxtaposes incidents and implies connections. With the instincts of a storyteller, she deftly shifts the scene and observes the "bully" in an entirely different context, delaying his description, and then finally, surprising us with a portrait that is sympathetic and tender:

> The following year I was in the same class with the boy who had been kicking me, and I real-

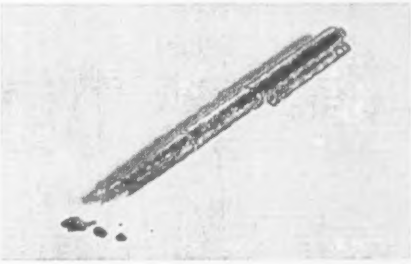
> ized why he had been kicking me. In class, I couldn't even imagine him kicking me. He was very quiet and ignored by everybody, and was always alone. Our classmates wouldn't even approach him. He always wore the same shirt and pants, didn't wear shoes, and his nose was often running, so everybody thought he was dirty. If the boy approached somebody, they would say, "Don't touch me!" Seeing what was happening, I felt he might be lonely and understood that he had been taking it out on me on the way home from school because I had friends. I felt sorry for him.

Using description and narrative rather than overt explanation to ensure our understanding, C is able to make us notice changes without explaining them, and we are deeply immersed in the story as it culminates in a satisfying conclusion:

> I decided to try to become friends with him. First, I asked him in a very tense voice when he came close to me, "Do we have homework today?" I asked him although I knew we didn't have any homework. He was about to kick me as usual, but he turned to me in surprise and smiled. Then he answered my question, and before I went into my house he said to me, "Good-bye! See you tomorrow." And from the next day he started to tell me about himself little by little. He didn't kick me anymore, either.

The Struggle of Putting It Down on Paper

It is not easy for any student to begin writing about their lives, whether because of the imaginative gaps, personal resistance, or unpleasant memories. Some students do not realize at first that their lives are full of things that are worth writing about. A student who spends the first month not knowing what to write will suddenly realize she has a story and write seven pages in a week. Students need to be given time to get started.



There are other reasons besides an absence of inspiration that keep students from writing. Some students resist the direct investigation of their lives as an invasion of privacy. This resistance usually stems from the belief that readers will be critical of the student's life. The teacher must be flexible and allow room for students to work through their reluctance. For example, one student who was inhibited about writing about her feelings and relationships felt comfortable writing about the changes she saw as she looked out the window of the train on the way to school every morning. Released from the obligation to write about herself, the writer relaxed and her subtle descriptions of the shift from countryside to urban scenery revealed much about herself.

There are also students who start writing about a painful memory but then find it too stressful to sustain the exploration. This may be a temporary block as the writer gathers courage or it may be more prolonged. I encourage these students to write me an email telling me if they need help or just want me to wait. As one student says, "Writing about yourself means that you have the most information on the topic, but it also means that you need the most courage, so it is difficult."

Sometimes a look elsewhere can help inspire students' return to writing with a renewed sense of purpose and energy. As students are writing their own stories, I have them look at selected passages of life writing to learn new techniques and see how other writers develop a reader's interest. From Adeline Yen Mah's *Falling Leaves*, students are encouraged to find out what was happening in Japan at the time of their birth and how these things might have influenced their childhood. From Irish writer Frank McCourt (*Angela's Ashes*) we learn about finding the right voice. We see how he taps the humour that allowed him to survive a harrowing childhood to find a voice that could tell that story with compassion. Students dealing with painful memories see how another writer dealt with his painful memories.

Working One-on-One

So how does a teacher insert herself as a critical guide when the student is both the subject and author of her writing? When working individually with the students, I look at their writing with them, asking questions about things that are difficult to understand or that I would like to know more about, and suggesting vocabulary and expressions that they can use. These meetings occur outside of class and take 30 to 90 minutes. As the student writer learns to read critically, I try to help her see things that she had not noticed before, and I emphasize the need to write with clarity and not assume a reader's implicit understanding. As students answer my questions they reexamine their writing and discover how easily intentions can be misrepresented by words. And thus a more careful approach to writing develops through this critical collaborative process of student and teacher-as-reader.

The Importance of Rewriting and Re-Reading

Vivid memories do not necessarily flow effortlessly at first, and simply relating events may not evoke the emotional power of an experience. Students often have to rewrite entire paragraphs or pages in order to convey what they want to say and make the narrative interesting and easy to understand. An important part of the revision process is rereading since it opens more windows of the memory. C learned a lesson from the neighbourhood boy, and then a bigger lesson by acting herself. We can see that her careful revision wove these stories together into a nuanced narrative. There is an intense sense of satisfaction in being able to uncover what you thought you couldn't, as C wrote after completing her story:

> I never write such a long essay before so I couldn't write it smoothly at all and I spend many times thinking about my essay. The time when I finished half of my essay, I was writing just what I had done before. I didn't understand what I want to tell reader about me, and also I didn't have points and connection in each paragraph. And when I look back to read my essay, I could find my point and connections so I noticed that I had to rewrite. When I could write what I really wanted tell, I was very happy and I can't forget the feeling. So I learned how much rewriting is important to write good essay at this time.

It takes time for some students to recognize what shape a narrative should take. Early on students tend to list events without understanding that each has to have a point around which they can build their story. Collaborative rereading is one way to help students understand the structure a narrative should take while helping the student become deeply engaged in the content she is creating. Once they are interested in improving the content of their story, any comments concerning organization, or even grammar, are welcomed; after all, their goal is to accurately represent their lives in English.

Conclusion

The great challenge in a life writing course is to give narrative form to unlocked memories and emotions and release the details that have made a moment in a life so meaningful. Many of the life stories of 20-year-old women have a superficial similarity with each other, but we must not dismiss them as generic or mundane. We must validate students' attempts to articulate their experiences while hindered by linguistic limitations. By really listening to what each student is struggling to say we can help her express herself successfully.

Life writing demands a lot from the teacher. Time has to be spent together in class and out, talking about the work and rewriting together. However, it is a moving experience to share in their growth. The students you get to know in your life writing class are likely ones you will know better than any other students you have. Once you have honoured students' stories with the attention they deserve, you will never look at a description of someone's family or themselves and dismiss it as something you have read a thousand times before.

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Dry Winds and Bossy Women: Acquiring a Second Dialect and Social Identity in Gunma, Japan

本論では、群馬県のジェンダー・アイデンティティと上州弁がどう関わりあっているかを、談話分析と質的研究で検証する。７２歳の農家の女性により語られた「子供の頃の思い出話」を分析した。一般に、上州弁には女言葉や男言葉がないとされている。しかし本研究により、言葉に性差はないが、語り（ナラティヴ）のレベルでは、根強く性差があることが判明した。その性差が、女が上、男が下というのは予想外であったが、この結果は、言葉と文化を教える私たちへの教訓と成りうるであろう。国籍に対するアイデンティティ以上に地方、階級、性別などへの配慮のほうが大切なのではないだろうか。談話分析などの方法を使い、文化と言葉の多様性を慎重に教える方法の工夫が必要である。

What is social identity and why should language teachers concern themselves with it? There are many answers to this, but for the purposes of this article I would like you to imagine you are teaching your first language in what is for you a second language and culture. In this position, you are engaged everyday in not just a one-way process of imparting your linguistic and cultural competence to your students. You are working hard with the people around you at the business of cross-cultural communication; and this involves not only your students becoming more competent in your language and culture, but you becoming gradually more competent in theirs. You may be conscious at times of trying to create a certain impression in encounters and ongoing relationships or of trying to gain a sense of what people around you *are really like*.

This constant effort to create and maintain a desired image of yourself or to figure out the people around you is how I understand *social identity*, that is, the establishment of identity in society, interactions, and relationships. A year and a half ago, my family and I moved to a small traditionally agricultural hamlet on a mountain in Gunma, the first new family to join the village in four hundred years. I am American and my husband is Japanese, from a nearby town, though not a farmer. Although I have lived in Japan twelve years, this has been like entering a new culture again, and it has had a big impact on me personally and intellectually. As Clandinin and Connelly (1999) remark in their approach to research called narrative inquiry, when we enter the research field, we are walking into the midst of ongoing stories. Stories, conversations, and oral narratives are rich sources in which to see the construction of social identity. As we observe, participate, and build up relationships, we begin to understand the bigger stories of the community and institutions that make up the background to the conversations we hear from individuals.

In this article I share a little of my ongoing listening to and reflection on interviews with my 74-year-old neighbor, Mitsuko, and the people in her social network. I have been recording interviews with Mitsuko and other neighbours for the past year and now have about 15 hours of tape. I have analyzed a partial transcript of an interview on the topic of *kakaa denka*, or the stereotypical "bossy wives" of

Gunma. For a full analysis of this interview following Labov and Waletsky's (1967) framework in McMahill (2002), please contact the author for a copy of the paper. In this article I concentrate on the following: How do Mitsuko and I linguistically co-construct our social identities within our conversation? How do our worldviews clash and how does this become apparent linguistically? Finally, I consider the reasons why Mitsuko might have told me the story, and the implications of these for us as learners and/or teachers of second languages.

The Social/Historical Roots of Social Identity in Gunma

January 23, 2000: I am showing Mitsuko a book written in 1969 entitled *Kakaa denka to joshujo [Bossy Wives, and Women of Joshuu]* by Saitou Chougorou, an ethnologist from Gunma Prefecture (formerly Joshuu) who wished to defend Gunma's honor against the prefecture's stereotype of bossy, aggressive wives (*kakaa denka*). On the cover of the book is an oil painting of rather glamorous and voluptuous farmwomen picking mulberry leaves, with the mountains of Gunma in the background. Gunma Prefecture had a booming textile and silk weaving industry until around 1950 (Liddle & Nakajima, 2000; Sofue, 1999), and all the families in my area used to raise silkworms and spin and weave silk until the industry died out due to cheaper Chinese imports.

Mitsuko is looking in the book's frontispiece at a faded black-and-white photograph of a woman, presumably the mother of the house, weaving at a loom in her own home. One daughter about five years old and wearing an apron is standing next to her mother. Another child about two or so is in the background playing. The caption reads *furui keitai no tebata ni yoru orimonogyo*, or "weaving work using an old style handloom." There is no date for the photo, but the one above it is dated as the year 40 of Meiji (1907), before Mitsuko was born. I start out by asking Mitsuko what she thinks of the words *kakaa denka*, or "wife is the boss," in the title of the book. Mitsuko speaks largely in the Joshuu variety of Japanese, while I speak in my non-native standard Japanese.

The topic of the whole interview is social identity, in this case the identity of women heads of household. In both her general descriptions of habitual actions and in her specific story about her parents, Mitsuko constructs contrasting gender identities of women, including myself, as competent, skilled authorities and men as incompetent helpers, what Sunderland (2000) refers to in the case of U.K. parent lore books as "bumbling assistants." Mitsuko doesn't explain how women get to be so competent and men so incompetent; apparently it is in the nature of things, the essence of gender.

In the interview Mitsuko defends *kakaa denka* by trying to show why leadership skills and judgment are best exercised by women. She likens *kakaa denka*, the female head of a household, to the head of the nation or of politicians. She uses the phrases *dara* and *chu ka* (in standard Japanese, *nara* and *to iu ka*) to suggest a similarity between these types of leadership: *"Maa kuni dara seijika no oyakata chu ka saa, ikken no uchi no oyakata o hatterun da"* ("Well, like the nation or the politicians' boss you could say for instance, [the wife] is acting the part of the boss of the entire household").

I encourage Mitsuko to expand on this by indicating my positive orientation toward women being the head of household, saying, *"Mmm watashi sono kotoba ga suki de nee, gunma ni kita kedo yo...nanka ii da naa to omotta kedo"* ("Mmm, because I like that word [*kakaa denka*], I came to Gunma but somehow I thought how nice [*kakaa denka*] is but..."). Mitsuko then begins to argue for the advantages of women heading the household: *"Sono hou ga katei enman ni iku ja nee n ka"* ("I wonder if the household doesn't run more smoothly that way"). Along with offering some general warrants for her argument, such as *seikatsuryoku* (the power to earn a living) and *iroiro* (various reasons), she gives my household as an example: *"kairan no uchi michou ni saa"* ("like in Cheiron's house, you know"), a construction that I accept with surprised laughter. With the adjective *michou* or "similar," "looks like" (*mitai* in standard Japanese), she has used positive politeness to neatly place me within the local female gender identity, as a bossy woman who successfully supports her family while my own husband stays at home, rather than as a foreign researcher who is investigating an alien concept of gender. This is very flattering and creates a sense of intimacy and solidarity between us because she knows me well enough to name my identity in this way, and it is an identity I have said I admire.

When we are looking at the photo of a woman working at her handloom, she explains the objects in the photo then says proudly, *"Unn soshite minna kou iu—an—okaasan ga hata o otta n da yo!"* ("Yes and then everybody in this way—um—the mother wove cloth [on this kind of loom] you know!"). Her choice of final particle, *yo*, makes her clause into an exclamation or announcement—something I am supposed to be surprised at, perhaps because I am too young to be able to imagine someone weaving silk on such a simple wooden loom. I respond with *heeehhh!* (Wow!) Finally getting some feedback that she is impressing me, she tries to give more examples of the skill involved, ending this stanza with: *"Shuunyuu ni naru n da yo! Kou itte ichinichi ni take o oru niwa nitan, kimono o nimai tsukureta, ichinichi ni oriageta"* ("It brings a good income, you know! Like this in one day [the woman] could make two lengths of cloth or two *kimono*, [she] could weave it in one day").

She thus adds to her definition of a real *kakaa denka* woman: a woman who could weave enough silk for two *kimono* in one day, and a woman whose silk brought much-needed cash to a farm family. By implication, this is a standard to aspire to. Through such specific criteria, then, Mitsuko creates an image of the pressure and competition that comes with "doing" *kakaa denka*, and portrays women's work of weaving as a high-stakes, prestigious enterprise.

Finally, Mitsuko's switches between standard Japanese and the Joshuu variety of Japanese throughout the interview reveal the conflicts in her social identity presented by the interview situation. For example, she begins the narrative about her parents by referring to herself as *atashi*, the feminine, informal first personal pronoun. At the end of the story she uses *ore*, which is the Joshuu first personal pronoun for both men and women, but which is marked as crude and masculine in standard Japanese (Ide, 1979; Ide & Yoshida, 1999). When I asked her later why she started out with *atashi* and ended up with *ore*, she chastised herself, saying, "I should have used *ore* all the way through. What's wrong with *ore*, right? I must have been trying to speak nicely...because it was an interview," revealing a conflict about how to portray herself between the two language choices, a conflict between how she views herself and how she knows others might view her, especially in the formal situation of being interviewed, recorded, and studied.

Discourse Analysis Clarifies a Conflict in Worldviews and Social Identities

While I am impressed by the competent and authoritative farmwomen of Mitsuko's memories, we struggle somewhat over what Gee (1991, 1999) calls cultural models that embody our worldviews, in this case whether women's social identity has something to do with being a mother, and whether women's traditional skills imply an inherent superiority to men. When she has just begun listing advantages of *kakaa denka*, I offer: "*kodomo to no kankei mo aru*" ("there is the relation with the children too"). Mitsuko correctly interprets my implication by taking the same topic and expanding on it with the verb *sodateru*, to raise or rear children: "*Unn kodomo mo sodaterareu kedo*" ("yes they can also raise the children but..."). At the same time she indicates there is something incomplete to this idea that she is going to clarify, by using the conjunction *kedo*, a contraction of *keredomo*, meaning "but" or "however". She significantly follows *kedo* with "*shigoto mo kekkou yaru ki dara kekkou deki*" ("they could also do plenty of work if they had the will to").

This is the first indication that Mitsuko and my cultural models of female heads of household differ since she is implying that raising children is not work and not sufficient reason to explain *kakaa denka*. Mitsuko then lists in detail the various kinds of work that women did that made them the boss of the household, indicating that these are just some examples out of many possibilities with the final particle *to ka*:

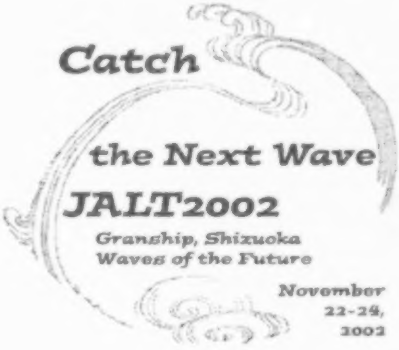
1. *Hatake no shigoto da to ka* (such things as field work, growing vegetables)
2. *Kuwatsumi* (picking mulberry leaves)
3. *Okaiko no shu ni natte kau hito mo onna no shito* (a person in charge of the care of the silkworms is also a woman)
4. *Kami ya owashi o tsukuru hito mo onna no hito no oyakata* (a person in charge of making such things as paper or Japanese paper is also a woman)

When I express some doubt, *nnnnn* with rising intonation, indicating that I am still not clear or convinced, Mitsuko tries to persuade me through greater detail of why women were the bosses of silkworm raising. She uses the verbal suffix *-tari* and the final particles *to ka* to indicate that these are lists of habitual actions:

1. *Otokoshi wa onnashi no tetsudai* (Men are women's helpers)
2. *Kuwa o kitte kite tetsudattari saa, unn* (They did such things as help by going and cutting mulberry leaves, you know, yes)
3. *Onnashi wa shuunin de* (Women are the masters)
4. *Kuwa o kuretari* (They do such things as give [the silkworms] the mulberry leaves)
5. *Okaiko ga yasumu toki wa donna teido ni kuwa o agereba ii n da to ka saa* (When the honorable silkworms are resting [the women decide] to what level they should be given mulberry leaves for example you know)
6. *Hikaeru to ka* (or, for example, reduce [their feed])

Mitsuko further tries to persuade me of women's authority over the silkworms and over men by giving examples of what women might say to men. She begins to use direct reported speech, giving a presentiment of her later move into narrative, making verbal quotation marks with the particle *to* plus the verb "to say," *to iu* in standard Japanese and *chu* in the local variety, as seen here: "*Ima kure kureshii n da chu*" ("She says 'I wa- want you to give [the leaves to the silkworms] now'"); "*Kurenakucha naranai to iu no wa onna no shito wa mitari*" ("It's the woman who does such things as check and say, 'you must feed [them]'").

She tries to rest her case with a concluding coda, twice ending her clauses with the copula *da* plus the adverb for indicating cause or reason, *kara*: "*Handan de otokoshi wa sono nari ni ugoita chu n dakara*" ("And that is why it is said that it was [the women's] judgement, and the men moved according to that"); "*Oyakata wa onna dakara*" ("And that is why the woman is the boss"). But I respond with just a non-committal *mmm*. Perhaps still thinking I am unconvinced, Mitsuko lists some other things women do better than men and an even stronger coda: "*Mmm sore de tabemono o taberu tsukuru ni mo*" ("Mmm, and even about eating- making food"); "*Onna no hito no hou wa sugoi yoku dekitari saa*" ("Women can do those kinds of things much better too"); "*Sore de nani ni tsukete mo onna ga oyakata ni naru kara*" ("And that is why women are in charge, no matter what it is [you are talking about]").



I still do not concede Mitsuko's point about unilateral female superiority, though, but try to qualify what she is telling me by expanding on it with *ie no naka de ne* (inside the house, you mean), reflecting my belief that women had certain powers because of a traditional division of labour. She tries again: "*Shigoto ga IPPEI dekiru kara saa*" ("[Women] can do TONS of work so you know"), "*yappari otokoshi no shitajiki ni wa naranai to iu are ja nee?*" ("isn't it apparent that this is the reason for [women] not taking second place to men?"). I take this to mean that no, it is not women's role or biology, but their inherent ability to work hard and skillfully which makes them *kakaa denka*. Her emphatic intonation on *ippei* and her use of the discourse marker *yappari*, often translated as "as you might expect," place a strong obligation on me to agree, but I wriggle out by changing the subject somewhat and asking her about the photograph.

As she describes the process of weaving silk to me, however, an interesting misunderstanding occurs that clarifies the difference in our cultural models. I comment: "*Nnnn sugoi naa, hatarakimono da na, kodomo inagara demo ne*" ("Nnn, that's amazing isn't it, what hard workers, even while having children, too"), meaning that it must have been so difficult to work and take care of children at the same time. Mitsuko, however, mishears or misinterprets the reference of *hatarakimono* or "hard worker," perhaps generating the interpretation "even children were such hard workers." Mitsuko responds: "*Nnn, kodomo mitari, ii otetsudai shite*" ("Nnn, the children did such things as watching, and helped out plenty").

Looking back over the transcript, I see that in the previous lines, while looking at the photograph of the woman weaving with two small children, she referred three times to children (or an elderly woman) as helpers, and I did not pick up on this either in the photograph or in her description of the process of weaving. In my cultural model, children play and are cared for by their parents, largely their mothers, until adolescence at least, and are not expected to do real work at such a young age. This intensive care I believe children require would seem to interfere with a mother's weaving day after day. In Mitsuko's cultural model, though, children are apprentices, and must labor for the family from the time they can beat down a weft. The difference in our cultural models regarding children can explain the misunderstanding that occurred. In fact, in the part of the interview that follows the excerpt I am analyzing here, Mitsuko went on to explain how family members were too busy working to hold infants and babies so children were left alone in woven enclosures called *ijime* until they were old enough to help out. Childcare was not considered a job and so mothering children was not part of the *kakaa denka* identity. Further, weaving may have been done in the home area, but it is clear that Mitsuko rejects the definition of women's work as domestic or housework. Rather, she constructs the ideal woman as the manager of the family business, depended on and assisted by her parents or in-laws, her husband, and children.

Storytelling is an Elegant Solution to Social Identity Conflicts

The narrative Mitsuko then tells me follows on this misunderstanding about childcare and children. She indicates that it is a family story she has been told by repeatedly framing each clause with *da to*, the copula plus the particle *to* which is like a verbal quotation mark, and at the end of the story she admits she does not remember the events in the story herself at all.

Her father had to mind the child because her mother was busy weaving. Her father gave a hard candy to the child to suck on and the child almost choked to death. The father was at a loss as to what to do and the child would have died if the mother had not come running and dislodged the candy. It is similar in structure to a fairy tale or myth with its near-death crisis and miraculous resolution. Mitsuko performs it with great dramatic skill and artfully withholds the identity of the child until the end: "*Sore ga atashi nan datte yo!*" ("They say that [child] was me!").

One important thing the story accomplishes discursively is to clinch her argument about women's superiority and men's incompetence. I do not mean that I have necessarily altered my worldview based on her story, but that in the transcript I am clearly caught up in it, and enthusiastically support her telling with evaluative comments such as *abunai!* (dangerous!) *kowai!* (scary!), *sugoi ja nai!* (isn't that amazing!) and *hontou ni?* (really?). In addition, the story has the power to close our discussion of *kakaa denka*, in that afterwards we move on to talk about childcare in the old days and Mitsuko's experiences raising her second son in particular. In other words, Mitsuko's story is successful in that through it I come to understand and accept her worldview and her concept of gender identity, whether I agree with it or not.

Conclusion

Although I am not able to fully explore the applications of this research to teaching and learning here, my interview with Mitsuko is an example of cross-cultural communication on many levels—it is a conversation between women of different generations, nationalities, professions, educational levels, from different types of societies and social classes, with different native languages, and even speaking different varieties of Japanese. Still, Mitsuko as my teacher and mentor manages to get me, her apprentice and student, to see gender identity from her point of view, and she does it through narrative.

As language teachers, we often struggle with how to teach our cultures and languages, how to engage honestly and deeply with our students while still respecting their particular identities and values. I hope this brief example of how I am examining my own second language socialization into the community of Nasu and Joshuu dialect reveals possibilities for using life history interviews and discourse analysis as methods, and narratives as content and genre, in learner training, professional development and classroom practice.

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An Affiliate in Your Life

edited by joyce cunningham & miyao mariko

Circle November as conference month. PAC4/ETA-ROC (and JALT2002) are waiting for you! The coeditors invite contributions in English, Japanese, or a combination of both.

Join us at PAC4/ETA-ROC this November!

The English Teachers' Association of the Republic of China (ETA-ROC) warmly welcomes JALT members and others to attend the Fourth Pan-Asian Conference (PAC4) from November 8-10, 2002, at the Chien Tan Overseas Youth Activity Center in Taipei, Taiwan. PAC4 is being hosted by ETA-ROC with participation from JALT, ThaiTESOL, Korea TESOL, and FEELTA (Far Eastern English Language Teaching Association based in Vladivostok, Russia).

This series of conferences was initiated by interested members of JALT, ThaiTESOL, and Korea TESOL in the mid 1990s. The first in the series was held in Bangkok in 1997, the second in Seoul in 1999, and the third in Fukuoka in 2001. Each PAC conference is held in conjunction with the host organization's annual conference, and this year, PAC4 will take place as part of the Eleventh International Symposium and Book Fair on English Teaching.

We are preparing an exciting program: over 300 papers and workshops have been accepted, and we are organizing colloquia and panel discussions on issues relevant to teachers in East Asia. In addition to presentations by local teachers in Taiwan, there will be a number of papers and workshops by our colleagues in JALT, Korea TESOL, ThaiTESOL, and FEELTA, as well as papers given by other international presenters from the USA, Canada, the UK, Israel, Turkey, Singapore, Hong Kong, New Zealand, and Australia. There will also be more than 100 sessions sponsored by publishers. Nearly all sessions will be in English, with the exception of those geared to local Taiwanese primary and secondary school teachers.

A number of internationally recognized ELT experts have been invited to give papers and participate in panel discussions. Among them are Neil Anderson, Douglas H. Brown, Anne Burns, Christopher Candlin, Ron Carter, Andy Curtis, Richard Day, Gwyneth Fox, Carolyn Graham, Simon Greenall, Denise Murray, David Nunan, Jack Richards, and Sandra Savignon.

In conjunction with the PAC4 conference, the Asian Youth Forum will once again convene. Begun at PAC2 in Seoul in 1999 and led by Kip Cates and a team of dedicated volunteers, the Asian Youth Forum brings together about 50-60 college-age students from all over Asia to discuss a variety of issues and participate in many stimulating activities—using English as their medium of communication. We will be hearing from these future leaders of Asia at our opening and closing ceremonies and at a few other sessions. For information on the AYF (if your students from Japan would like to attend this activity in Taipei), contact Kip Cates at <kcates@fed.tottori-u.ac.jp>.

For each of the three days of the conference, there will be 20 concurrent sessions, beginning at 8:30 a.m. and ending at 5:30 p.m., leaving time for sampling the many styles of Chinese food on offer in Taiwan and viewing the fascinating sights of downtown Taipei City. Don't miss seeing some of the treasures at the nearby National Palace Museum. Come a day or two early and do some sightseeing. We are also working on an evening entertainment program and the possibility of offering some optional sightseeing activities.

Fly into the Chiang Kai-Shek (CKS) International Airport in Taoyuan (your travel agent will call it Taipei) and take a one-hour bus, or take a taxi into town. Stay at the Grand Hotel, a Taipei landmark. It's just across the street from the conference venue. The cheapest rooms start at about US$75 and include a buffet breakfast—a real bargain.

Conference registration for overseas participants with credit cards is US$63. The price includes the conference program book, pre-conference proceedings (paper format), access to all sessions and publishers' exhibits, and lunches for all three days of the conference. For more information, and hotel and registration forms, see <http://mx.nthu.edu.tw/~katchen/pac4.htm> or <www.eta.org.tw>, or contact <ynleung@mx.nthu.edu.tw> or <katchen@mx.nthu.edu.tw>. We hope to see you in November!

Reported by Johanna E. Katchen
PAC4 Conference Chair

My Share

edited by brian cullen and erin burke

Reading the World through Advertisements

Elizabeth Lokon
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Quick Guide

Key Words: Gender, culture, critical thinking
Learner English Level: Intermediate to advanced
Learner Maturity Level: University
Preparation Time: Minimal
Activity Time: 3 or 4 classes, 60-90 minutes per class
Materials: Advertisements from magazines, large sheets of paper, OHP, student copies of Appendix 1, OHP copy of Appendix 2 (optional), "post-its" of two different colors

Rationale

Though gender issues have been discussed in many ESL classrooms since the early 1970s when feminism entered the sphere of education (Vandrick, 1995), there is still a need for practical ESL activities that genuinely invite students to become aware of their own gender identity development process. Without imperialistic endorsement of certain versions of masculinity or femininity, the activities below are aimed at teaching college students how to critically analyze the media as it constructs the definition of the acceptable, normative, idealized image of the self.

Advertisements (ads) are selected here because they both reflect and shape cultural values. Ads are made with the assumption that the actors and models in them are similar to the target audience in terms of age, race, gender, social class, and appearance, so that the audience can identify with the ads (Maynard & Taylor, 1999). Marketers analyze prevailing cultural values before designing ads to ensure a match between the target audience's reality and the content of the ads. As target audience members identify with the carefully matched model or actor in the ads, they are ready to accept the advertisements' depictions of their idealized selves. The media help shape the development of gender identity through prescribing the ideal versions of the masculine and the feminine.

Japanese males and females over the age of 15 spend on average two hours and 34 minutes a day watching TV, listening to the radio, and reading newspapers and magazines (Japan Information Network, 1997). This number has been steadily increasing since 1981. At this rate, over an average lifetime, a Japanese person will have spent over 70,000 hours as media consumers. Knowing how mass media, advertisements in particular, influence their lives and shape their identity is a useful and necessary skill, which the activities described below are aimed at developing.

Procedure

Pre-classtime

Ask students to bring in two different advertisements from their favorite magazines. One must have a man as the central character and the other must have a woman. It is fine for the ads to contain other characters, provided that the main character is a female in one and a male in the other. The only other criteria for selection are that the ads should be interesting, intriguing, and/or appealing to the students.

Class One

1. Have students individually analyze the ads using the handout below (see Appendix 1). It is a good idea to model the analysis using a sample ad and an overhead transparency of the handout.
2. Individually, students paste their ads onto a large sheet of paper and attach their individual analysis of the visual, verbal, and hidden messages to each ad.
3. In small groups, ask students to compare ads along with their individual analysis. Then ask students to look at all the women characters and, after reading each other's analyses, select key words or phrases that describe the women in all of the ads in the group. These descriptions should be written on sticky notes (post-its) of one color. The post-its can then be put on one large sheet of paper in no particular order to be sorted later.
4. Repeat step three for the male characters and write the key words on post-its of a different color than those used for the female characters.

Class Two

1. Students review all the words on post-its describing the women in the ads. The post-its should then be sorted by putting similar words together into groups. They should eventually have all the post-its sorted into no more than five or six categories (see explanation on classifying in Teaching Notes below).
2. Repeat step one for the description of the male characters.
3. Finally, students are ready to discuss the following questions:

How are women portrayed in the media?

How are men portrayed in the media?

What are some possible effects of these portrayals of men and women?

Class Three

Students prepare and present a summary of their group's discussion with the rest of the class. One way to ensure that all students get a chance to speak is the use of the carousel approach. In this approach, one student in each group presents his/her group's analysis simultaneously while the other students browse the other groups' presentations. In a class of 20 students, for example, students may work in small groups of four. This means that there will be five presentations under way simultaneously. As the first student in each group completes the presentation, a second student takes his/her place and the first student presenter is free to roam and listen to other groups' presentations. Since the content of the presentation is inherently interesting, I have found that students asked questions on their own, without being prompted. During this carousel activity, the instructor simply listens and keeps track of the time and the switching of presenters.

Homework

Students write an essay that addresses the following questions:

> What hidden messages does the media convey about men, women, and the relationship between men and women?
>
> Do these messages have an effect on your own life? Explain your answer.

Teaching Notes

Students' unfamiliarity with this type of analytical thinking activity, in addition to the challenge of conducting the activity in a foreign language may make it difficult for them to do the task successfully without the preparation outlined above.

Further, I find it necessary to show students how to sort and classify the post-its. Students who have never done this before tend to be concerned that they are somehow not doing it right or not getting the correct answers. To resolve this problem, I borrow a technique that I used when teaching scientific classification in my fourth grade science classes. Using various abstract figures (see Appendix 2), I ask students how I might sort these figures into several groups. The most important point to convey here is that there are many different ways of sorting the very same set of figures, depending on the sorting criteria being applied. If the figures were sorted based on whether their borders consisted only of curved lines, the grouping will be different than if the figures were sorted based on the presence of holes inside the figures. Students in my classes were very interested in volunteering a variety of different criteria to sort these figures. Any other objects such as buttons, nails, and screws can be used to illustrate the same point. When students have completed this exercise, they are more confident and ready to work on the classifying activity.

I have further found that my Japanese students showed great interest in the topic of gender in general. Anchoring the whole activity on ads that *they* like from magazines *they* read make the activities personally relevant. Students showed a genuine desire to express their views allowing authentic communication to take place.

As a final note, I would like to emphasize that the purpose of these activities is to help students become aware of the role of the media in their gender identity development process, and not to impose upon them a politically correct image of gender roles. When students become more conscious of their own socialization process, they have some degree of autonomy in choosing the person they want to become.

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Maynard, M. L., & Taylor, C. R. (1999). Girlish images across cultures: Analyzing Japanese versus U.S. Seventeen magazine ads. *Journal of Advertising, 28*(1), 39-48.

McGee, K., & Fujita, T. (2000). Playing the semiotic game: Analyzing and creating TV commercials in an EFL class. *The Language Teacher, 24*(6), 17-24.

Vandrick, S. (1995). Teaching and practicing feminism in the university ESL class. *TESOL Journal, 4*(3), 4-6.

Appendix 1

Analyzing Advertisements—Individual Work

NAME: ____________________
DATE: __________
PRODUCT: ____________________
COMPANY: ____________________
TARGET AUDIENCE: ____________________

This is an analysis of the following character in my advertisement:
(circle one) MALE FEMALE

1. Description of Visual Images
(Describe in detail what you see.)

2. Verbal Message
(Translate key written messages into English)

3. Hidden (inferential) Message
(What does this ad promise its potential buyer?)

(Adapted from: McGee, K., & Fujita, T. (2000). Playing the semiotic game: Analyzing and creating TV commercials in an EFL class. *The Language Teacher, 24*(6), pp. 17-24.)

Self Identity and Awareness in Society

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Quick Guide

Key words: Self-identity, values, social skills, interpersonal skills
Learner level: Intermediate to advanced
Learner maturity level: University/adult
Preparation time: 30 minutes
Activity time: Two 40-minute classes
Materials: Photocopies of Appendix 1

Learning about social identity through self-identity in the EFL classroom can be interesting and rewarding with good activities. Through a personal, hands-on, interactive activity, students not only practice English communication skills but are also given the opportunity to focus on their positive inner qualities and powers, rather than the external socio-cultural, racial, and gender-based factors that greatly influence and shape their identities.

The main focus behind this activity is to highlight the powers within the control of the individual. In attempting this, students explore the powers of the self and the application of these factors in their everyday lives.

Procedure: *Class One*

1. Explain to the students that the purpose of the activity is to focus on powers within their control.
2. Ask students to select a color from *blue, orange, red, gold, green turquoise, rose,* and *violet*. Each color relates to a power (e.g., orange is the power to cooperate) and each power contains four virtues (e.g., the power to cooperate consists of respect, honesty, harmony, and generosity.)
3. Give students a copy of Appendix 1 and ask them to select one of the virtues which matches their chosen color.
4. Next, ask students to write down a situation in their lives such as a problem or a challenge they are currently facing that they would like to improve.
5. Ask students to think of ways they could develop the virtue chosen in step 3 to improve the situation they wrote about in step 4.
6. For homework, students should attempt to use and develop this virtue every day for one week to improve the difficult situation they wrote about in step 4. Ask them to write down what they said and did to achieve this.

Class Two

1. Split students into groups of three or four.
2. Ask students to each discuss the virtue they chose, describe their daily attempts to use and develop it, and describe any effects this activity had on their current situation.
3. An additional option is to ask students to write up the experience in the form of an essay.

(Adapted from the "Women of Spirit: 4 Faces of Woman" workshop by Caroline Ward, Brahma Kumaris World Spiritual University, Sydney, Australia, 1993).

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Email ____________ New Employer ____________

Departments

Book Reviews

edited by amanda obrien

Identity and Language Learning: Gender, Ethnicity, and Educational Change. Bonny Norton. London: Pearson Education Limited, 2000. pp. 173. $62.00. ISBN: 0-582-38224-6.
Communities of Practice: Learning, Meaning, and Identity. Etienne Wenger. Cambridge, England: Cambridge University Press, 1998. pp. 318. $19.95. ISBN: 0-521-66363-6.

In the current effort to understand the multiplicity of influences that transform identity (or identities) over time, Bonny Norton's *Identity and Language Learning*, and Etienne Wenger's *Communities of Practice* are two books that have laid the groundwork. In their respective works, both authors address the multiplicity of the individual in similar fashion, but differ on how this concept can be applied in an educational context.

Norton begins with the basic tenet that identity includes: a person's involvement in the world, her own understanding of how a relationship is constructed through this involvement, and her own vision of how this relationship will affect future relationships. Norton then draws from Bourdieu (1977) and Weedon (1997) to illustrate the multiple identities that were exhibited by the participants in her doctoral research.

From Bourdieu, Norton takes the notions of cultural capital and legitimate speakers and listeners. The theory of cultural capital attempts to explain why people try to join different classes and groups via acquiring the knowledge shared within those groups. The theory posits that individuals invest their time and other resources trying to identify with a group so they can acquire materials or access to materials that only that class or group has access to. These materials, or access to materials, are known as cultural capital. In Norton's research, immigrants tried to learn English because knowing the language well would give them access to better jobs, higher status, and identities that would distance them from marginality defined through the socially imposed notion of a priori immigrant inferiority. This imposed inferiority made Norton's participants vividly aware that they were not regarded as legitimate speakers or listeners who shared in the knowledge base of their target groups. As illustrated in her book, one of her informants, Eva, felt ashamed when her interlocutor, a coworker, ridiculed her for not knowing who Bart Simpson was.

From Weedon, Norton adopts the view of feminist poststructuralism, in particular, subjectivity. In the Bart Simpson illustration above, Eva became ashamed because she was an illegitimate listener; this is indicative of the power relations involved in Weedon's feminist poststructuralism, of which subjectivity is a major part. Feminist poststructuralism seeks out the power differentials between individuals and groups and tries to understand the impact they create on subjectivity—the individual's sense of herself and how she relates to the world. The point to note here is that subjectivity is multiple. One of Norton's informants, Mai, wanted to be accepted at work, but did not want to learn the language spoken there by the majority, Italian. She felt learning another language that was not a majority language outside of the workplace was too much of a strain on her time and resources. Therefore, in choosing not to learn Italian, she found herself potentially denying herself the very legitimacy she sought after in the workplace. Another informant, Martina, immigrated to Canada with her family. She was particularly uncomfortable using English, but when her landlord tried to convince her to pay the rent for the entire year in advance, Martina used her English quite aggressively because the safety of her family was in jeopardy. "Her identity as mother was more powerful than her identity as immigrant" (p. 95). This multiplicity of identity is built upon subjectivity; as a result, because a "person takes up different subject positions as teacher, child, feminist . . . identity is a site of struggle" (p. 127).

Similar to Norton, Wenger, in his *Communities of Practice*, discusses notions of subjectivity and power in his social theory of learning. He shows how power can marginalize the unwanted or illegitimate, but he also claims that power is not limited to only marginalization. Since power is present in every social situation, it is through *participation* and the *negotiation of meaning* that identities are constructed and reconstructed with many layers building upon and interacting with different contexts. Participation refers to interaction with the target group that is indicative of a person's goals and investments, e.g., whether she wants to become a full-fledged member privy to all the benefits thereof. Negotiation of meaning refers to the act of reinterpreting the shared knowledge of a target group.

Power has the ability to mainstream as well as marginalize in the following manner: Identification with a group enables legitimacy, belonging, and a certain identity. Those who are denied access to the group become marginalized and need to find or create other identities. However, through identity, power can also trap. Wenger refers to this as "the dual nature of power" (p. 207). Although extreme, Shakespeare's *Romeo and Juliet* provides the clearest illustration of Wenger's point. As a Capulet, Juliet is privy to the rights, respect, and privilege her identification with the House of Capulet provides, including the opportunity to set eyes upon any man she may become fond of. However, belonging to the Capulets also constrains the limits of her identity formation, as she is never allowed to desire a Montague lest she lose those rights and privileges. This adds new flavor to the notion of identity as a "site of struggle."

Finally, a look at Norton's and Wegner's views on learning is in order. In regards to learning language, Norton's conclusion is that learning a language is not just a skill, "but a complex social practice that engages the identities of language learners" (p. 132). Therefore, within the educational institution, teachers should strive to understand why their students are there, as well as adapt the curriculum to fit the changing needs of the students as their identities continue to change over the time and space (context) they inhabit. What this means to Norton is that the teacher should complement the students' learning situations outside of the classroom by teaching students the language necessary in order to interact with their various environments, and staying aware of the opportunities and social constructions that are inaccessible to her students.

Wenger views learning as a vehicle containing knowledge which has the potential of empowerment, through participation and negotiation of meaning, to shape, build upon, and expand identity. However, this cannot happen if the educational institution professes knowledge for its own sake, e.g., teaches students (directly or indirectly) that getting an "A" in the class is preferable to being able to use the language outside of class. "Information for its own sake is meaningless; it must capture our identities and expand them" (p. 273). "Education is not merely formative—it is transformative" (p. 263). To this end, Wenger suggests the teacher should, first, bring the participation and negotiation of meaning that she practices with her own target groups into the classroom. Students should see what authentic participation looks like; i.e., knowledge should not be divorced from context, lest it lose the power to influence identity. Second, the teacher should develop an identity with the students that reflects her adulthood, her own sites of struggle with identity. To merely show her students that as a teacher, she is an unchanging being who never ceases to remain "a teacher" within the confines of the classroom is to do a disservice to the formation of her students' identities. It shows her students that identity can not expand beyond the arena of "teacher" or "student" in the classroom. This has been the traditional practice of education. Wenger sees the need to break from this tradition, and allow the teacher to be wife, mother, daughter, bookkeeper, sage, and confidante as well.

In conclusion, Norton offers practical application of theory, Bourdieu and Weedon in particular, while Wenger offers an exhaustive, yet readable social theory of learning. Norton shows how students' identities are influenced by their subjectivity, and emphasizes that education must find a way to address these dynamics if it is to "facilitate the language learner's interaction with target language speakers in the wider community" (p. 140). Wenger illustrates the importance of recognizing identity as an end to a means-education, as well as a means to an end-legitimacy.

Sung Kim, Temple University

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Re-Inventing Japan: Time, Space, Nation. Tessa Morris-Suzuki. Armonk, NY: M.E. Sharpe, Inc., 1998. pp. 236. $24.95. ISBN:076560082X. **Education in Contemporary Japan: Inequality and Diversity.** Okano Kaori and Tsuchiya Motonori. Cambridge, England: Cambridge University Press, 1999. pp. 270. $19.50. ISBN: 0521622522.

Culture, like identity, is a fluid and communal construct, contingent upon linguistic, spatial, and temporal context, as well as human subjectivity and imagination for meaning to be made of it. *Re-Inventing Japan: Time Space, Nation* gives readers of English a glimpse of Japanese understandings of the world. That is a view not easily accessible to those not literate in Japanese—although Japanese readers may also find this book edifying, as the historical version of Japan presented by Morris-Suzuki is anything but conventional. Morris-Suzuki situates herself as "a woman born in Britain, living in Australia, married to a Japanese man and researching Japanese history" (p. 7); accordingly, *Re-Inventing Japan* is a work relevant not just to historians of Japan but to anyone interested in the increasingly common challenge of intercultural identity, or "life across frontiers" (p. 6). Morris-Suzuki cites contemporary and historical texts, gleans from primary and secondary sources, and covers a wide range of Japanese cultural history. The result is an enjoyable blend of theory and historical anecdotes.

Re-Inventing Japan starts its analysis with the most obvious relevant conceptual construct, the notion of "Japan" itself. As Morris-Suzuki aptly points out: "It is possible for a large number of people to identify themselves as 'Japanese' without sharing a single discernible 'culture' in the sense of agreeing [what it is that makes them 'Japanese']" (p. 208). Nevertheless, however real the idea of Japan may be, its existence as a unified nation-state/culture is bound up in the process of myth making. Morris-Suzuki's exploration of the history of the Yamato government's relationship with the Ainu of Hokkaido and the Ryuukyuu of Okinawa avoids essentializing any of the groups involved and tells the story from each perspective, while showing how these perspectives on and experiences of Japan have changed and continue to change. The text moves just as deftly and provocatively through seven other key terms: nature, culture, race, gender, civilization, globalization, and citizenship.

The main impetus behind *Re-Inventing Japan* is the desire to examine the relational and contingent nature of these terms in order to "loosen . . . [their] invisible grip on the language with which we describe our world" (p. 209). While the concepts explored are also central in English dialogues on culture and identity, Morris-Suzuki shows both the overlaps and the distinctions in meaning, connotation, and historical context between Japanese and English language and discourse. This exploration may be equally, though differently, interesting to readers literate and nonliterate in Japanese.

Morris-Suzuki connects all three like patchwork throughout the text; the overall pattern is clear, showing readers something both beautiful and useful. As the author suggests, "identity" is not a thing which individuals carry through life, like a scar on the soul. Instead it is something that we make "in the present moment out of an interweaving of our cultural resources" (p. 208). Reading and discussing this book will give language teachers in Japan a deeper understanding of both the cultural resources of our students and their different ways of constructing identities.

While culture and identity are context-dependent, conceptual/linguistic constructs, differences of identity group membership all too often translate into concrete inequalities in life experience. *Education in Contemporary Japan: Inequality and Diversity* explores the phenomenon of difference in Japan, confronting the assumption that Japanese students are a homogeneous group with equal access to resources—educational and otherwise—and pointing out that "even if relatively uniform education is provided by schools, it is likely to be consumed and utilized to varying degrees and in varying ways by people located in diverse social positions" (p. xii). Okano, a senior lecturer at La Trobe University, and Tsuchiya, a scholar and Dean at Kobe University, give educators from outside Japan an insider's view of the interests at stake in the Japanese educational system.

Education in Contemporary Japan challenges studies of Japanese schooling that focus on the "roles that schools have played in society's modernisation and development," faulting such overly positive portrayals as not only inaccurate but "grossly incomplete" (p. xii). The density of the authors' textual style is mitigated by the inclusion of graphs, boxed case studies, and even comics. Although a wide scope of information is covered, the abbreviation of some of that information into statistics, graphs, and charts, and the visual separation of the case studies, make this book pleasant to browse as well as important to ponder.

A relatively brief overview of theoretical frameworks and history of modern Japanese education sets the stage for a more detailed examination of the roles of educators and students in the process of schooling. Students and teachers are portrayed both as agents of resistance and as subjects of a system which not only transmits but also legitimizes some knowledge, not only socializes children but also evaluates them. In particular, the authors' portrayal of Japanese teachers' negotiation of/with the educational system is both enlightening and heartening.

The major part of *Education in Contemporary Japan* is given to exploring the differences between Japanese students. Okano and Tsuchiya illustrate that "divergent meaning and value that people in different social groups attach to school...lead members of some groups to make decisions regarding schooling . . . by considering factors other than achievement" (p. 243). The postwar ideal of equality of access to education is thus limited by non-academic factors: the lack of resources available to poor children, conflicts between educational ideals and gender-specific expectations for girls, and the declining status of agricultural high schools limiting opportunities for rural students.

Indeed, non-mainstream students are not equally "different" in their experience of schooling. Groups such as the historically oppressed *buraku* minority, as well as long-time Korean residents and newer immigrants, all face different obstacles to full and equal participation in the educational system, not to mention benefiting from it. *Education in Contemporary Japan* also explores students' and teachers' responses to the educational system, both positive and pathological—including an examination of bullying, school refusal, and corporal punishment—as well as the so-far inadequate reforms proposed to ameliorate these and other weaknesses in the system.

While Okano and Tsuchiya are happy to admit the successes of Japanese schooling, which has provided "fruits aplenty to the collective welfare of the society as a whole" (p.239), *Education in Contemporary Japan* provides a critical and engaged portrait of the main actors in the system—teachers and students—in all their diversity. While this detailed and over-arching view may be of particular interest to those raised and educated outside Japan, certainly anyone who cares about students and teachers in Japan can begin with this work as common ground for nourishing our dialogues on identity and difference within the classroom.

Gretchen Jude, Tokyo Metropolitan University

Recently Received

compiled by linh t. pallos

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will not be available for review after the 30th of June. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to the Publishers' Reviews Copies Liaison.

For Students' Books: contact Linh T. Pallos <tlt_rr@jalt.org>

Course Books

*Business Vocabulary in Use. Mascull, B. Cambridge: Cambridge University Press, 2002.

!The Structure of English: Studies in Form and Function for Language Teaching. DeCarrico, J. S. U.S.A: The University of Michigan Press, 2000. (with Workbook).

Supplementary Materials

!TOEIC Mastery: Study Guide and CD-ROM for TOEIC Test Preparation. Rogers, B. American Language Academy Inc., 2001.

For Teachers Books: contact Kate Allen <kateob@kanda.kuis.ac.jp>

**The Cambridge Guide to Teaching English to Speakers of Other Languages*. Carter, R. & Nunan D. (Eds.). Cambridge: Cambridge University Press, 2001.

JALT News

edited by mary christianson

Welcome to the JALT News. In this month's column, we would like to announce the General Meeting, which will be held at the end of this month at Sophia University in Tokyo. Please come, get involved, and make your voice heard. Also, Gene van Troyer announces a new feature of the JALT website, JALT Shop, where you can search for and order past JALT publications. Check it out today.

JALT Newsへようこそ！ 今月は、月末に東京、上智大学にて催される通常総会についてお知らせします。どうぞ、いらして、参加されて、お声を聞かせて下さい。

The June 2002 General Meeting

Date: June 30, 2002 Time: 1:00-2:30 p.m.
Place: Sophia University in Tokyo

Agenda:
Item 1. Business Report (2001/04/01-2002/03/31)
Item 2. Financial Report (2001/04/01-2002/03/31)
Item 3. Audit Report (2001/04/01-2002/03/31)
Item 4. Business Plan (2002/04/01-2003/03/31)
Item 5. Budget (2002/04/01-2003/03/31)
Item 6. Other important issues

Submitted by Thom Simmons, JALT National President

2002年度6月通常総会

日程: 2002年6月30日 時間: 午後1:00-2:30
場所: 上智大学(東京)

議案
第一号 平成13年度事業報告
第二号 平成13年度決算報告
第三号 平成13年度監査報告
第四号 平成14年度事業計画
第五号 平成14年度予算
第六号 その他の重要事項

トム・シモンズ全国語学教育学会理事長

New feature on JALT website: JALT Shop

New on JALT's website is "The JALT Shop," a place where people can find and order materials from the JALT Central Office. At the moment, the offerings are confined to CD ROMs, the JALT document copy service, and JALT publications archive ("Library") search service. Purchasers can download an order form from the site and remit payment via postal money order, registered cash return receipt mail (*genkin kakitome*), or credit card.

JALT Shop <www.jalt.org/main/shop/>

Submitted by Gene van Troyer

JALT website: JALT Shop

皆さんがほしいものを探して、それをJALT Central Officeに注文ができる「JALTShop」が新しくJALT Web Siteに開設されました。当面は、提供はCD ROM、JALT文書のコピー・サービスとJALT出版物のアーカイブ（「ライブラリ」）に限定されます。購入希望の方は、サイトから注文書をダウンロードし、郵便為替、現金書留、またはクレジットカードによりお支払いが可能です。次のURLをご参照ください。JALT Shop〈www.jalt.org/main/shop/〉

Gene van Troyer

SIG News

edited by coleman south

GALE, GILE, & PALE—These SIGs along with two NGOs are cosponsoring a conference entitled ***Peace as a Global Language*** to be held September 28 & 29, 2002, in Tokyo at Daito Bunka Kaikan (of Daito Bunka University). Conference themes include teaching about human rights, conflict resolution, gender issues, environmental issues, and peace. Language teachers, other educators, activists, and students are all welcome to attend as well as give presentations or workshops. Presentations can be in English, Japanese, or bilingual. For more information please visit the conference website or contact the coordinators of GALE, GILE, PALE, or the Peace as a Global Language Conference Committee c/o: J. Nakagawa (see SIG contact list).

Learner Development—Enjoy Mt. Rokko in the autumn! The LDSIG will be holding another autumn retreat in the mountains above Kobe on October 5 & 6, 2002. Current plans are that it will be a sharing of work towards an anthology of research into learner autonomy, planned for publication sometime in 2003. Watch this space for more details, or contact Steve Brown or Usuki Miyuki (see SIG contact list).

Pragmatics—On May 11, the Pragmatics SIG had the first SIG Officer Retreat during the 2002 JALT Pan-SIG Conference in Kyoto. The SIG officers discussed its future activities and directions. In the following week, the SIG participated in JALTCALL2002 as one of the sponsoring groups of the conference. We had a display table and conducted a roundtable, Pragmatics and Technology, with presenters Kathleen Kitao, who discussed pragmatics-related resources on the Internet, and Brent Poole, who examined compliments in email. Moreover, one of the SIG members participated as a panelist in the Final Panel Discussion organized by CALL SIG.

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Chapter Reports

edited by richard blight

Nagasaki: March—***What Happened at the Conference/Activities for First Classes in the New Year***, with various presenters. This spring we revived a local chapter custom by asking anyone who attended the PAC3/JALT2001 Conference in Kitakyushu to describe one or more presentation. The presenters demonstrated an activity or idea from a presentation at the conference, and discussed why it was important and how it could be helpful. They brought copies of the handouts and distributed these to the audience. Allan discussed Tessa Woodward's presentation *Necessary Components of Learning* and also outlined Curtis Kelly's presentation *Writing*. Anderson gave a detailed explanation of Robert J. Pfeil's session on *Conversations and Presentations*. We also shared ideas for first classes in April, and we tried out the "Lie Detective" speaking-listening activity.

Reported by Tim Allan

Nara: March—***Making Effective Use of Multi-media in Project Work*** by Simon Cole. Cole provided an interesting and useful presentation on the use of multi-media in foreign language classes by describing a project he did with a class of high school students during the previous school year. The project involved students working in groups to create a "pop/karaoke video" for one of four songs (selected by the teacher) using computer software. Students were able to insert their own video or still photos, as well as use images from their computer or the Internet to create background images. They also added English subtitles. Cole discussed the rationale for the project, the process by which students were shown how to complete it, the problems that arose, and the basis for evaluation. Problems that were noted, however, were the need for teachers to be acquainted with the software to be used, the time-consuming nature of editing the video, and the need for developing ways to keep all members of a group involved in the project during the editing process.

Reported by Martin Parsons

Okayama: February—***1) Which Texts Work Best? Learner Attitudes to EFL Textbooks*** by Paul Hullah. Hullah discussed a survey of 360 first year EFL university students. He was interested in finding out what types of texts are used by Japanese university students, how useful they judged these, their preferences for textbooks, and whether they found their assigned texts useful. Hullah examined two basic types of textbooks in his study: *conversation-oriented* or *content-based* texts. The sample was drawn from students attending ten faculties at six Japanese universities. The piloted questionnaire was in two sections. The first section asked students to gauge their level of agreement to eight statements concerning their texts. The second section was designed to elicit free responses regarding positive and negative aspects of their textbooks. Results showed a preference for content-based texts over conversation-oriented texts, especially seen in the responses to questions such as: "This textbook contains interesting topics" and "This textbook is suitable for someone my age." A striking comment by one student was: "This textbook was easier than high school English, my English got worse this year. I feel sad. It was boring." Hullah's wit animated the discussion, and he challenged the audience to choose material at an appropriate intellectual level for university students.

2) ***Student Attitudes at Three Universities in Okayama*** by Peter Burden. Burden presented the initial results of a survey of over one thousand students attending three universities in Okayama prefecture. He was examining the paradox between the authorities' promotion of English in Japan with the students' ambivalence. Burden related how at his institution the students' dislike of English can be seen through their low participation in elective classes and homestay programmes. Burden next related how he decided to discover the extent of student attitudes towards English because "they will bring these into the classroom." He then reviewed the literature on motivation and SLA and pointed out that attitude and motivation are generally viewed as being the best predictors of second language acquisition. He also reviewed how he prepared, administered, and processed the survey. One preliminary finding was that many students believe they cannot learn English. Finally we discussed some serious implications of the study. Teachers need to encourage positive beliefs in their students such as, "study will result in an improvement of your English level." Teachers should also set meaningful and achievable tasks.

Reported by Chris Creighton

Yokohama: February—***Audiovisual Materials: Utilizing Tasks in Language Teaching, Why and How?*** by Onoda Sakae. While the increasing usage of computers in language learning has received much attention in recent years, the use of audiovisual (AV) materials in the classroom has also become more widespread. Onoda provided an interactive presentation which addressed reasons for using AV materials and discussed various teaching options. Compelling reasons for using AV materials in the classroom include: visual images attract learners' attention, the medium is rich in discourse patterns, intonation can be focused on as well as gestures and body language, and AV usage is motivating for students. AV materials such as news excerpts, commercials, and clips from TV shows make the English language come alive for students and add a whole new dimension to the learning experience. Onoda discussed problems with using such materials, especially the possibility of difficult language or topics which may be unfamiliar to students, and he stressed the importance of teachers helping students to prepare for viewing by providing information on specific topics, background knowledge, and language forms. Onoda used a number of short video clips from news stories as well as an instructional video from an ESL tape on telephone message taking. He also worked with attendees to show how to create a learning experience around these video extracts. He especially focused on key areas of pre-listening activities, while-listening activities (from general to more specific), and post-listening activities (actual use of the language). Onoda also talked about and showed two examples of student-produced video sequences students in his media class put together. While requiring more preparation time than more typical modes of instruction, Onoda was able to show the benefits of using AV materials, and his presentation was full of useful ideas for using them to enhance the learning (and teaching) experience in the classroom.

Reported by Eddy White

Yokohama: March—***Video Production in the Classroom: Why and How?*** by Alec McAulay. The presenter shared his more than four years experience of utilizing video production with university students to aid the language acquisition process and to provide enjoyable study programs for students. McAulay described how pairs go about producing a five- to eight-minute news video for his Writing 3 class. The use of video for a writing class may seem somewhat incongruous, but as McAulay made clear, a central component of video production is the script-writing process. He began by explaining the theoretical background of using video production and especially emphasized the primary consideration of making video pieces rather than just producing an end product. While writing scripts, making storyboards, and discussing logistical matters, students are using English and expressing themselves in interesting, exciting, and meaningful ways. He also referred to the ELT literature which points out that autonomy, authenticity, ownership, and creativity should all be fostered, arguing that the use of video production covers all of these angles. McAulay emphasized as well that video production is an effective means of promoting motivation in the classroom. After addressing the reasons for video usage, he went on to explain the production process: introducing the project, providing models, script development, storyboards, shooting, post-production, and screening the final product. He showed two examples of students' news stories to demonstrate the various stages and he also provided plenty of technical and logistical tips. McAulay also discussed a student survey of video production usage carried out with the students in his writing class. The students responded favourably on the survey, all preferring the video format to more traditional types of writing class. During the presentation, the theoretical side of video production and the potential benefits were effectively balanced with a practical approach that made for an informative and enjoyable meeting.

Reported by Eddy White

Chapter Meetings

edited by tom merner

Hiroshima—***Teaching English in Other East Asian Countries*** by Ian Nakamura, Peter Wang, and Lauran Merginio. Ian Nakamura (Thailand), Peter Wang (China), and Lauran Merginio (Sakhalin) will compare their teaching and cross-culture experiences with those in Japan! They will show pictures, share funny stories, and discuss insights which can be used in Hiroshima's classrooms. *Sunday June 16, 15:00-17:00; International Conference Center 3F, Seminar Room 3, Hiroshima Peace Memorial Park; one-day members 500 yen.*

Ibaraki—***Annual June Retreat***. This is a Saturday and Sunday Chapter Retreat with lodging provided at the Ibaraki University Seminar House in Daigo. *June 8th and 9th; 2000 yen for members and two-day members (includes lodging, meals, and snacks).*

Kagoshima—***Genki English!!*** by Will Jasprizza. A lively presentation aimed at teaching young children. There will be a one-hour "Lesson" in the morning, open to all and especially children, followed by a two-hour teachers' workshop in the afternoon. This event is cosponsored by Jelly Beans Educational (t: 099-216-8800, f: 099-216-8801). *Saturday May 11, 10:00-18:00; Kousha Building 2F; one-day members: lesson 1000 yen, workshop 2000 yen.*

Kitakyushu—***Homework My Share*** by Chris Carman, Michael Vrbanac. As a follow-up to the May meeting, members will share successful homework projects, systems, and strategies. We are still looking for volunteers who can share such projects with a 10- to 15-minute explanation with a handout. *Saturday June 8, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members 500 yen.*

Kobe—Kobe chapter will sponsor a one-day mini-conference on Teacher Education. The titles of the presentations and presenters are as follows: 1) ***Teacher Education and* Kokoro no Kyoiku** by Judith Johnson, 2) ***Curriculum Design: Maintaining Standards Among Teachers*** by Gerald Williams, 3) ***Reflective and Reflexive Practices for***

Teacher Development by Stuart Ruttan, 4) ***Teaching and Learning Experientially*** by Joshua Kurzweil and Brian Long, 5) ***Observation and Feedback in Teacher Training*** by Paula Carozzi and Jan Visscher, and 6) ***Teacher Interaction in a Teacher Development Seminar*** by Daniel Kirk. *Sunday June 23, 13:00-16:45; Kobe YMCA 4F (between Sannomiya and JR Shin-Kobe); one-day members 1000 yen.*

Matsuyama—***Confidence Building Interactive Games and Activities*** by Helene Jarmol Uchida, Little America Schools. LATEM provides English teachers with successful tools to guide students into interacting in simple, natural English, making English education more "experiential." Action-filled games initiate and motivate students to think, listen, speak, participate, and interact in English. All activities contain a systematic approach where everyone experiences success with English. *Sunday June 9, 13:45-15:40; Shinonome High School Kinenkan 4F; one-day members 1000 yen.*

Nagasaki—***Social Change in Textbook Contents/ Evaluating and Modifying Exercises*** by Bill Pellowe, Kinki University. Pellowe will first illustrate trends in textbooks' social content (such as racial and gender inclusion, deliberate thwarting of stereotypes, and the disappearance of religion and vices such as smoking and alcohol) through a case study of such changes in one textbook over three editions (1978, 1983, 1994). Then he will discuss textbook exercises within an historical and theoretical framework, focusing on textbook examples of (potentially misleading) exercises, and finishing with practical ideas for assessing and modifying textbook exercises. *Saturday June 22, 13:30-16:30; Kotsu Sangyou Centre, Nagasaki Bus Terminal Building, 4F, Volunteer Center; one-day members 1000 yen.*

Niigata—***Adapting Textbook Activities On the Spot*** by Rebecca Arthur, Poole Gakuin University. Despite the many benefits of using a textbook, there are bound to be mismatches between what the textbook has to offer and what the students need. In this workshop a variety of ways to adapt textbook activities so they are more suitable will be presented and practiced. These adaptations can be done on the spot, with almost no preparation. These adaptations can be made to activities of almost any level. *Sunday June 23, 10:30-12:00; Niigata International Friendship Center; one-day members 1000 yen.*

Okinawa—***Power of the Pen Writing Contest*** by all Okinawa JALT members and Executive Board. This project is designed to bring local high school students to an Okinawa JALT presentation to participate in an essay writing contest called the "Power of the Pen." Through the efforts of all Okinawa JALT members we hope to attract high school teachers to become new members. *Sunday June 2, 14:00-16:00; Okinawa Christian Junior College; free for all.*

Okinawa—***Pronunciation Skills in the English Language Environment*** by Tim Kelly. Teaching pronunciation language skills is a difficult process. This presentation will offer some valuable ways to help teachers in the language classroom. *Sunday June 16, 14:00-16:00; Okinawa Christian Junior College; one-day members 1000 yen.*

Omiya—***The Art of Composing Haiku in English*** by Kanda Sosuke, Haiku Society of America. Haiku has been experiencing not only a revival in Japan but a surge in popularity abroad as well. In workshop format, the presenter will explain the hows and whys of writing haiku. The participants will then have the opportunity to write their own verses, later sharing their work and receiving personalized feedback. *Sunday June 16, 14:00-17:00; Omiya JACK 6F, conf. room #2; one-day members 1000 yen.*

Osaka—***Culture and the Language Classroom*** by Joshua Kurzweil and Brian Long. Language teachers need to be aware of the culture in their lessons and the impact it has on students. This workshop will focus on how language and culture intersect in the classroom, utilizing a framework developed by Pat Moran. The presenters will discuss their work with the culture underlying conversation strategies and invite participants to apply the framework to their own teaching situations and content. *Sunday June 16, 13:00-16:30; Tosabori YMCA (near subway Higobashi or Keihan Yodoyabashi stations); one-day members 1000 yen.*

Yokohama—***Creating Confident Creative Conversationalists*** by Tom Anderson and ***Elements of Course Design: Starting from Scratch*** by Stephen Shrader, Language Institute of Japan. Both will be in a workshop format and warmly encourage participants to discuss their experiences with inspiring speech and course design. A bus will pick participants up at Odawara station at 12:40 p.m. to take them to LIOJ and drop them off again free of charge. *Sunday June 16, 13:00-16:00; LIOJ (Language Institute of Japan) in Odawara.*

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Conference Calendar

edited by lynne roecklein

New listings are welcome. Please submit information to Linh Pallos at <linh.nguyen@gol.com> by the 15th of the month, at least three months ahead (four months for overseas conferences). Thus June 15th is the deadline for a September conference in Japan or an October conference overseas, especially for a conference early in the month.

Upcoming Conferences

June 14-15, 2002—*The First Inter-Varietal Applied Corpus Studies (IVACS) International Conference: Language in Use and Language in the Classroom*, hosted jointly by the University of Limerick and Mary Immaculate College, Limerick, Ireland. A varied program includes, among others, papers addressing the application of corpus linguistics to EFL/ESL teaching materials, language awareness raising using naturally-occurring language samples, and real language and the language we teach. The conference website appears at <www.mic.ul.ie/ivacs/>. Address inquiries to Fiona Farr; Department of Languages and Cultural Studies, University of Limerick, Plassey Technology Park, Limerick, Ireland; t: 353-61-202980/202321; f: 353-61-202556; <Fiona.Farr@ul.ie>.

June 15-16, 2002—*JALT Hokkaido 19th Annual Language Conference: Language Learning, Research, and Technology*, at Hokkaido International School, Sapporo, Japan. This conference will feature 36 presentations covering a broad spectrum of topics that focus on teaching, including CALL topics of general interest to language teachers. Click "Conference" at <http://englishforum.sgu.ac.jp/~jalthokkaido/> for links to the complete schedule, abstracts, etc. Representatives will also display many educational materials. For more info, email the conference Program Chair, Don Hinkelman at <hinkel@sgu.ac.jp>.

June 21-23, 2002 (a) and July 12-14, 2002 (b)—*TESOL Academies 2002: Continuing Education for ESOL Professionals*. A TESOL Academy is usually a three-day program in the form of specialized workshops on particular areas (e.g., reading, classroom methodology, or policy issues) from which a participant chooses one area. Organized by TESOL in conjunction with staff of each host institution, the programs aim to recharge and refresh ESL/EFL personnel in a "professional, relaxed and intensive" atmosphere. Upcoming academies include the Atlantic Academy at The University of Central Florida, Orlando, Florida, USA (a) and the Southwest Academy at The University of Colorado, Denver, Colorado, USA (b). See the website at <tesol.org/edprg/index.html#academy> for workshop titles, abstracts, etc., as well as online registration. Otherwise, write, phone, or email to: TESOL Education Programs, 700 South Washington Street, Suite 200, Alexandria, Virginia 22314, USA; t: 1-703-836-0774; f: 1-703-836-6447; <academy@tesol.org>.

June 24-29, 2002—*ED-MEDIA: World Conference on Educational Multimedia, Hypermedia & Telecommunications*, organized by the Association for the Advancement of Computing in Education (AACE) and held at the Hyatt Regency Denver in Denver, Colorado, USA. Copious papers, workshops, demonstrations, and poster sessions relating to the educational and developmental aspects of multimedia/hypermedia and telecommunications aim to explore the field under the headings of infrastructure, tools and content-oriented applications, new roles of the instructor and learner, human-computer interaction (HCI/CHI), cases and projects, and universal web accessibility (special strand). Keynote and invited speakers come from four continents. The website at <aace.org/conf/edmedia> contains detailed schedules, presentation titles, and some abstracts. Online registration lasts until June 15. No conference contact given, but AACE is reachable at: AACE, P.O. Box 3728, Norfolk, VA 23514, USA; t: 1-757-623-7588; f: 1-703-997-8760; <info@aace.org>.

June 27-29, 2002—*Multilingual and Cross-Cultural Perspectives on Dyslexia*, at the Omni Sheraton Hotel, Washington DC, USA, sponsored by the International Dyslexia Association (IDA) along with the British and European Dyslexia Associations. Sessions are designed for educational and program administrators, educators, university professionals, policymakers, and researchers. Keynote speakers include Usha Goswami on research, Ingvar Lundberg on research-to-practice, and Alba Ortiz on advocacy. Among regular session offerings are Dyslexia and the Bilingual Brain, Reading and Literacy Achievement, Technological Support for Persons with Dyslexia: International Perspectives, and Dyslexia in Chinese and Japanese Readers. The conference program, abstracts, and registration forms are available online; see the conference website at <interdys.org/servlet/compose?section_id=7&page_id=180> or contact Judy Dudek, The International Dyslexia Association, Chester Bldg., #382, 8600 LaSalle Rd, Baltimore, MD 21286-2044, USA; t: 1-410-296-0232 x116; f: 1-410-321-5069; <jdudek@interdys.org>.

July 1-26, 2002—*Summer Institute in Applied Linguistics*, The Pennsylvania State University, University Park Campus in State College, Pennsylvania, USA. A full program of plenary lectures, courses, workshops, and special topics sessions during two sessions of three weeks each. See the website at <app.outreach.psu.edu/AppliedLinguistics/> for complete information, including abstracts. Otherwise, contact: James P. Lantolf, Director; Center for Language Acquisition, The Pennsylvania State University, 304 Sparks Building, University Park, PA 16802-5202, USA; t: 1-814-863-7038; <jpl7@psu.edu>.

July 5-8, 2002—*CLESOL 2002—Our Languages: Our Future*, the eighth national conference on community languages and ESOL, at The Museum of New Zealand Te Papa Tongarewa, Wellington, New Zealand. Plenaries by Nancy Hornberger, Graeme Kennedy, Denise Murray, and others. The conference focuses on the increasing linguistic diversity of New Zealand society and the way teachers can apply skills in language teaching and learning to meet the varied language needs of people in New Zealand. For more information, see the conference website at <vuw.ac.nz/lals/div1/

clesol/> or contact Elizabeth Morrison; Languages, Massey University of Wellington, Pvt Box 756, Wellington, New Zealand; t: 64-4-801-2794, x 6907; <e.n.morrison@massey.ac.nz>.

July 15-18, 2002—***The 8th BRAZ-TESOL National Convention—ELT: A Bridge to Understanding***, in Florianopolis, Brazil. Plenaries, papers, and workshops. Check the website at <www.braz-tesol.org.br> for updates, or email <braztesol@nox.net>.

July 30-August 9, 2002—***The 31st Workshop for Asian-Pacific Teachers of English***, sponsored by the Center for Asia-Pacific Exchange (CAPE) and held mostly at the University of Hawai'i at Manoa, Honolulu, Hawaii, USA. This workshop features world-renowned teacher/researchers in a variety of areas in EFL. See the website at <capealoha.org/workshops_teachers/> for information about specific courses, faculty, etc., or write The Center for Asia-Pacific Exchange, P.O. Box 23397, Honolulu, Hawai'i 96823-3397; t: 1-808-942-8553; f: 1-808-941-9575.

August 12-15, 2002—***1st Annual International Conference: Chinese TEFL Reform in the New Century***, the first international ELT event held in China. Sponsored by TEFL-CHINA, a national EFL organization, it will take place in Tonghua City, Jilin Province, P. R. of China. Plenary sessions, lectures, workshops, discussions, and a poster exhibition will offer opportunities to exchange ideas with colleagues from different backgrounds. There will also be publishers' book display and a job shop. Registration will be available onsite. Tonghua is a beautiful, peaceful city at the foot of Mt. Changbai next to North Korea, not too far from Shenyang International Airport. Inquiries: Mr. Ding Junhua at <junhuading@hotmail.com> or <djh@ecp.com.cn>.

August 18-20, 2002—***CALL Conference 2002: CALL Professionals and the Future of CALL Research***, sponsored by the University of Antwerp and held in the Elzenveld Conference Center, located in the historical buildings of the St. Elisabeth hospital, convent, and presbytery in the heart of Antwerp, Belgium. This conference aims to increase the coherence of the CALL field by fostering discussion on research methodology and directions. The website is <www.didascalia.be>. Contact: Mathea Simons; DIDASCALIA, University of Antwerp, Universiteitsplein 1, D-010, 2610 Wilrijk, Belgium; t: 32-(0)3-820-29-69; f: 32-(0)3-820-29-86; <mathea.simons@ua.ac.be>.

September 28-29, 2002—***Peace as a Global Language***, a joint SIG conference at Daito Bunka Kaikan, Daito Bunka University, central Tokyo. Co-sponsored by the GALE, GILE and PALE JALT SIGs along with two NGOs, its themes include teaching about human rights, conflict resolution, gender issues, environmental issues, and peace. Language teachers, other educators, activists, observers, and students are welcome. For further information please visit <kyushuelt.com/peace>, contact the Coordinators of GALE, GILE or PALE, or write the Peace as a Global Language Conference Committee, c/o J. Nakagawa; 2-285 Isohara, Isohara-cho, Kita-ibaraki-shi, Ibaraki-ken 319-1541, Japan; t: 0293-43-1755; <jane@ulis.ac.jp>.

Calls for Papers/Posters (In order of deadlines)

July 12, 2002 (for October 20, 2002)—***JALT 2002 Conference Preview***, Omiya, Japan. Would you like to polish your presentation for JALT's annual conference in Shizuoka? Come share it first with Omiya chapter members, especially those who will be unable to attend the grand event in Shizuoka. Interested in participating? Just send an abstract of no more than 100 words to Paul Lyddon via email at <palyddon@hotmail.com> or fax 048-662-4643.

July 31, 2002 (for October 26, 2002)—***Kyoto JALT Annual Conference: Using Information Technology (IT) to Improve Language Teaching***, at Doshisha University (Kyotanabe campus), Kyoto, Japan. Proposals are welcome for papers, posters, and colloquia regarding any aspect of research in using Information Technology (IT) to improve language teaching, and especially material of interest and practical use to novices. For more information, see the website at <ilc2.doshisha.ac.jp/users/kkitao/organi/kyoto/Conference/> or contact Paul Hackshaw; Faculty of Engineering and Design, Kyoto Institute of Technology, Hashigami-cho, Matsugasaki, Sakyo-ku, Kyoto-shi 606-8585, Japan; t/f: 075-724-7291; <hackshaw@hiei.kit.ac.jp>.

Job Information Center

edited by paul daniels

To list a position in The Language Teacher, *please email <tlt_jic@jalt.org> or fax (0463-59-5365) Paul Daniels, Job Information Center. Email is preferred. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary. If you want to receive the most recent JIC listings via email, please send a blank message to <jobs@jalt.org>.*

Tokyo-to—The English Department at Aoyama Gakuin University is seeking part-time teachers to teach conversation and writing courses at their

Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications**: resident of Japan with an MA in TEFL/TESOL, English literature, applied linguistics, or communications; three years university teaching experience or one year university English teaching experience with a PhD; teaching small group discussion, journal writing, and book reports; collaboration with others in curriculum revision project; publications; experience with presentations; familiarity with email. **Salary and Benefits**: comparable to other universities in the Tokyo area. **Application Materials**: apply in writing, with a self-addressed envelope, for an application form and information about the program. **Deadline**: ongoing. **Contact**: PART-TIMERS; English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366.

Bulletin Board

edited by timothy gutierrez

Contributors to the Bulletin Board are requested by the column editor to submit announcements of up to 150 words written in a paragraph format and not in abbreviated or outline form. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor. For information about upcoming conferences and calls for papers, see the Conference Calendar column.

The Cornell Japanese Teacher Training Workshop—a four-week intensive workshop of instruction and practice teaching, will be offered again this summer. Some partial scholarships to help with tuition and travel are available. Instruction will be given in English as well as Japanese, so advanced proficiency is required in both languages. An effort is made to give trainees a firm grasp of a single methodology that can be applied in their own classrooms immediately. Though the core of the course consists of actual practice teaching of a small group of students who have never studied Japanese prior to the workshop, the trainees will have some opportunity to observe similar techniques applied to more advanced students of a variety of levels in reading and speaking. June 24-July 19. For an application contact Japanese Teacher Training Workshop, Department of Asian Studies, 125 Rockefeller Hall, Cornell University, Ithaca, NY 14853; Tel: 607-255-6457; <falcon@cornell.edu>.

Universal Chapter and SIG web access—As a result of recent developments within the JALT website, all JALT chapters and SIGs now have a basic information page available which is linked to the main JALT website. Upcoming meeting information and officer contact details for all chapters and SIGs are viewable at <jalt.org/groups/your-chapter-name> where your-chapter-name is the name of the chapter or SIG you wish to access. For example, information for the West Tokyo chapter is <jalt.org/groups/westtokyo> and the CUE SIG is <jalt.org/groups/CUE>. Please note that in some cases chapters or SIGs may not have provided up-to-date information for our databases; this will be reflected on the webpage. We hope JALT members will find this service useful. Queries can be directed to the JALT (English) web editor, Paul Collett; <editor-e@jalt.org>.

Online database information—Just a reminder that if any of your chapter, SIG, or National Officer information as posted in the recent *TLT Supplement and Directory* is incorrect, altered, or obsolete, changes must be made via the online database. This database must be updated because: 1) *TLT* uses it for producing the directory—as of next year, only information that has been inputted will be used in the directory, 2) JALT Central Office uses it to keep track of the officer status of each group. The officer database can be accessed at <jalt.org/officer_admin>. You'll need: 1) your group's password and user name (available from your coordinator), and 2) your JALT membership number. If you have any problems with the database, please contact Paul Collett; <paul@jcom.home.ne.jp>.

Staff Recruitment—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit your curriculum vitae and cover letter to the Publications Board Chair; <pubchair@jalt.org>.

Submissions

The editors welcome submissions of materials concerned with all aspects of language education, particularly with relevance to Japan. Materials in English should be sent in Rich Text Format by either email or post. Postal submissions must include a clearly labeled diskette and one printed copy. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくＡ４版用紙を使用してください。ワープロは、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず１文字空け、１行２７字、横書きでお願いいたします。１頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English Features. Well written, well documented and researched articles, up to 3,000 words. Analysis and data can be quantitative or qualitative (or both). Pages should be numbered, paragraphs separated by double carriage returns (*not* tabbed), word count noted, and subheadings (**boldfaced** or *italic*) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. The article's title and an abstract of up to 150 words must be translated into Japanese and submitted separately. A 100-word biographical background and any tables or drawings should also be sent in separate files. Send electronic materials in an email attachment to Robert Long. Hard copies also accepted.

日本語論文です。４００字詰原稿用紙２０枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to the editor.

原稿用紙１０～１５枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Interviews. If you are interested in interviewing a well-known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Readers' Forum. Essays on topics related to language teaching and learning in Japan, up to 2,500 words. While not focused on primary research data, a Readers' Forum article should nevertheless display a wide reading and depth of understanding of its topic. Japanese title and abstract also required (see above). Send electronic submissions to Scott Gardner.

リーダーズ・フォーラム：日本での言語教育、及び言語学習に関する6,000字以内のエッセイです。調査データに焦点を当てていなくても、リーダーズ・フォーラムの記事は、読者に、話題に関して深い理解を与える記事を募集いたします。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the My Share editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、自作で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

JALTによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に JALT News編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、SIGS編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に SIGS編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から4枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Reports 編集者必着です。日本語の報告はChapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の紹介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. Email or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 20th of the month, 2 months prior to publication.

ＪＡＬＴ以外の団体による催し物などのお知らせ、ＪＡＬＴ、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。ＪＡＬＴ以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及び JALT は、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の２０日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

求人欄です。掲載したい方は、Job Information Center/Positions 編集者に Announcement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。なお、求職広告不掲載がJALT Executive Board の方針です。

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Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 39 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The JALT **International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m^2, an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **Special Interest Groups**, SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に40の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育・語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会、SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に３９の支部と１つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、熊本、京都、松山、宮崎、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、岐阜［準支部］）

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロプメント、教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価、ビデオ利用語学学習、他言語教育（準分野別研究部会）、外国語リテラシー（準分野別研究部会）、ジェンダーと語学教育（準分野別研究部会）、語用論（準分野別研究部会）、英会話（未承認）、発音（未承認）

JALTの会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

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SPEAKERS

FEATURED

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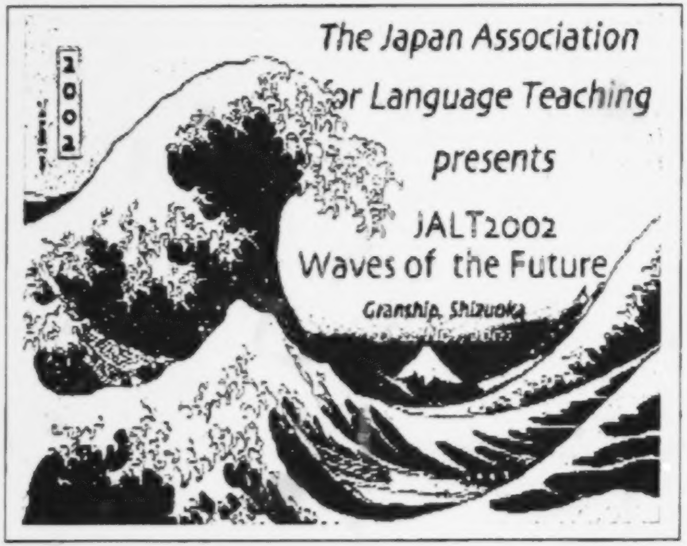

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November 22-24, 2002

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3 Foundations for L2 Reading Instruction — *William Grabe*

7 Teacher Talk in the Primary English Classroom – *Jane Willis*

11 Basic Principles and Practice in Vocabulary Instruction – *Rob Waring*

13 ELT Textbook Rubrics: The Nature of the Beast — *Kristofer Bayne*

17 The English We Teach — *Henry Widdowson*

19 Developing a Reflective Practice — *Kathleen Graves*

23 Developing Visual Literacy for the 21st Century – *Terry Royce*

25 Collaborating with Learners — *Michael Rost*

29 Combining Multimedia and Classroom Activities – *Lance Knowles*

31 Training Japanese Elementary School Teachers – *Curtis Kelly*

Catch the Next Wave
JALT2002
Granship, Shizuoka
Waves of the Future
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7

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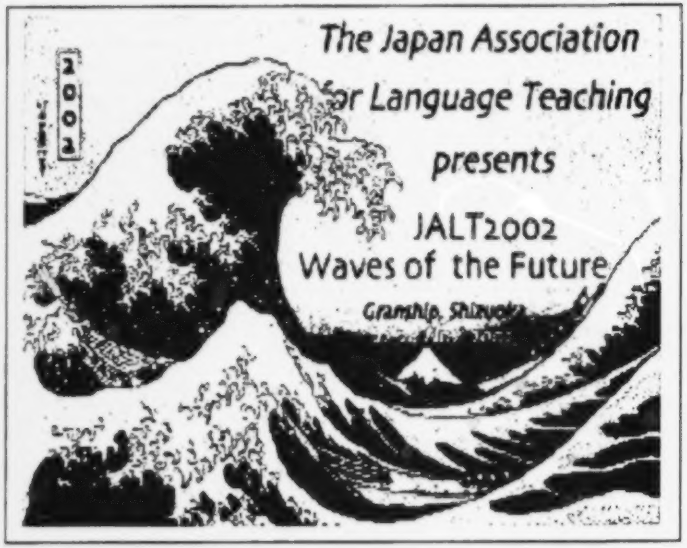

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Welcome to July, and to our pre-conference issue, providing a glimpse into JALT2002. As per tradition, we like to give our readership a taste of what is to unfold in November's conference. As you know, foreign language learning is a virtual ocean with so many interest areas, topics, and practices (not to mention shifting currents, storms, and reefs) so, appropriately, the theme for this conference is *Waves of the Future*.

The first two papers are by our plenary speakers, **William Grabe** and **Jane Willis**. Grabe's paper, "Foundations for L2 Reading Instruction," explores reading fluency, discussing popular notions about L2 reading which may influence the reader and major goals supported by recent research. Willis attends to the issue of classroom teacher talk, probing deeper into ESP for primary school teachers and "teacher language," and into current trends in ELT likely to ripple through textbooks, practices, and policies.

Rob Waring, from Notre Dame Seishin University, reviews the *common sense* principles behind vocabulary instruction and asks whether actual teaching practices are based on these concepts. **Kristopher Bayne**'s "ELT Textbook Rubrics: the Nature of the Beast" analyzes the issue of rubrics, or written instructions that precede tasks, and reminds us that they are best understood as *lynchpins* to deeper issues such as author intent, teaching styles, and learner autonomy.

If you ever wanted to think more deeply about the subject of English, catch the wave in **Henry Widdowson**'s "The English we Teach," which argues that English as a subject does not "naturally occur," and that we should consider how EFL can be made locally appropriate to Japanese students. We then surf with **Kathleen Graves** from the School for International Training as she demonstrates how to develop a reflective practice through disciplined collaboration. She proposes that an experiential cycle developed by Lewin/Dewey can be a valuable means of exploring and understanding our teaching practices. Next, **Terry Royce** considers how to develop visual literacy for the 21st century. Royce outlines our current *visual culture* in textbooks, multimedia, and the Internet.

Michael Rost looks at student collaboration and shows how this underutilized activity can benefit students more, both in and out of the classroom. Teachers apprehensive about the floods of technology and multimedia currently flowing through ELT should read **Lance Knowles**' "Combining Multimedia and Classroom Activities." And finally, **Curtis Kelly** addresses TEFL training of primary school teachers in Japan by proposing that we look both forward (to new technologies providing variety and support) and back (to the wealth of literature already amassed on educating children), without forgetting what each teacher's needs are in the here-and-now.

contents

JALT2002 main speakers

3 Foundations for L2 Reading Instruction
7 Teacher Talk in the Primary English Classroom
11 Basic Principles and Practice in Vocabulary Instruction
13 ELT Textbook Rubrics: The Nature of the Beast
17 The English We Teach
19 Developing a Reflective Practice through Disciplined Collaboration
23 Developing Visual Literacy for the 21st Century
25 Collaborating with Learners In and Out of the Classroom
29 Combining Multimedia and Classroom Activities
31 Training Japanese Elementary School Teachers to Teach English

chapter in your life

36 Hiroshima—An Attempt at Joint Meetings between JALT and JACET

my share

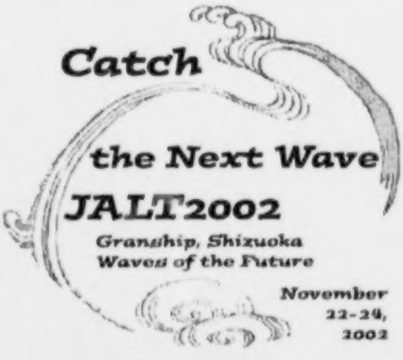
37 Drawing from Description
38 Thingamajigs
39 Classification Game
39 Summertime Things Japanese

off the presses

43 Cambridge University Press

departments

45 Book Reviews
47 Advertiser Index
48 SIG News
49 Chapter Reports
51 Chapter Meetings
54 Conference Calendar
56 Job Information Center
56 Bulletin Board
58 Submissions



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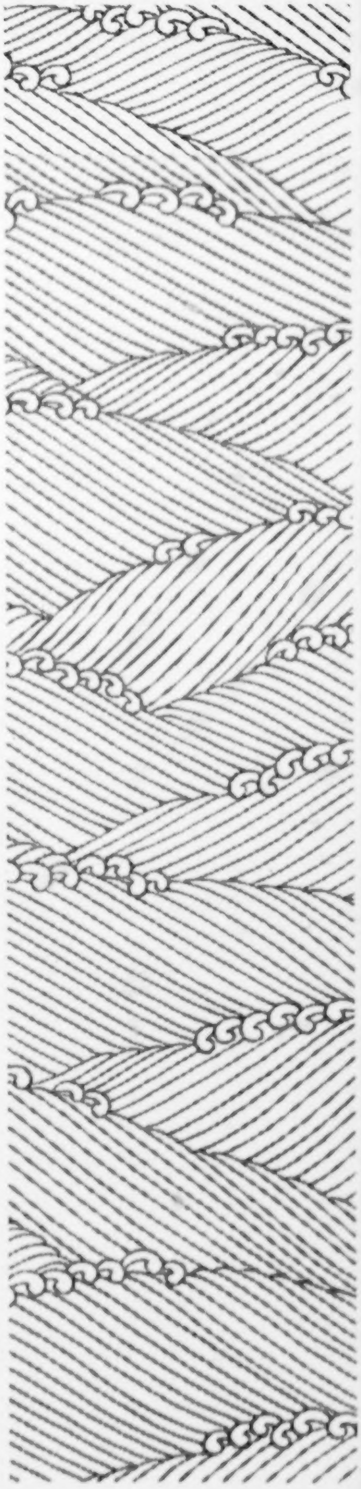
foreword



The range these ten authors represent is truly amazing, and we hope that they keep you cool throughout this summer. Remember, the authors presented here are just a splash of what's to come at JALT2002. See you in Shizuoka!

TLT Co-Editors
Robert W. Long III
Scott Gardner

The Language Teacher 7 月号、そして、JALT2002を紹介する年次大会特別号へようこそ。ここで1 1 月の年次大会の内容を皆さんにご紹介できることを喜びに感じます。今大会のテーマが「未来の波」であることからもご理解いただけるように、外国語学習は非常に興味深い領域、話題、そして実践を伴う大海のようなものです

最初の二つの記事は、プライマリスピーカーであるWilliam GrabeとJane Willisによるものです。Grabeの「L2読解指導の基礎」では、近年の研究によって明らかにされている第二言語による読解の一般的な性質について議論し、高度な読解について検討を加えています。Willisは、教室におけるティーチャートークに焦点を当て、小学校の教師と「ティーチャートーク」、そして教科書、実践、ポリシーを通じて影響を与えそうなELTにおける現在の傾向をより深く検討しています。

Rob Waringは、語彙指導の背景に存在する「常識的」原則を概観し、実際の教育実践においてそれらの概念が反映されているかについて議論しています。Kristopher BayneはELT教材におけるRubrics (指示文)を分析し、そこから、動機付け、教授スタイル、学習者自律を理解する鍵を示しています。

もし、皆さんが「英語」という科目についてより深く考えてみたいと思っていらっしゃるなら、Henry Widdowsonの「The English we Teach」でその動向を把握してください。そこでは、英語という科目が決して自然と存在するものではなく、我々がＥＦＬをいかに日本人学習者に適合させていくかを考えなければならないことを示唆しています。次に、Kathleen Gravesのインターナショナル・トレーニング校からの論文にサーフしてみましょう。ここでは、内省の実践をいかに展開していくかを提示し、Lewin/Dewey によるexperiential cycleが、私たちの教授実践を検討し理解するための価値ある道具として提案されています。次に、Terry Royceは、21[illegible]においていかに視覚リタラシーを向上させるかを考察しています。こ[illegible]では、現代の教科書やマルチメディア、インターネットにおける視覚文化についても概観しています。

Michael Rostは学習者の協同作業に目を向け、あまり利用されていないこの活動がいかに教室内外で学習者に効果があるかを示しています。現代のテクノロジーの氾濫とマルチメディアの流れに不安を感じる教師は、Lance Knowlesの「マルチメディアと教室活動の融合」をお読みください。そして、最後に、Curtis Kellyは、教師のニーズが「今ここに」あることを忘れることなく、過去と将来の両方を見据えた小学校の教師のEFL教授訓練に目を向けています。

今月号に掲載されている1 0 人の論文が扱っている領域は非常に素晴らしいものです。そして、この10人は、JALT2002で発表するのです。皆さん、ぜひ、静岡のJALT2002でお会いしましょう。

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JALT2002 Main Speakers

Foundations for L2 Reading Instruction

William Grabe, *Northern Arizona University*

Reading is one of the most important language skills in academic settings. It is also one of the most complex skills in which to develop strong second language (L2) fluency. Unlike speaking and writing, the reader is not able to control the message or the language used. It is also a skill that, like listening, must be carried out under real time pressure if it is done fluently. However, unlike listening, there are no opportunities to ask for clarification or additional information. Moreover, the range of vocabulary encountered in reading is much greater than is typically used in speaking and listening settings (Stanovich, 2000, p. 252-258). Given this starting point, it is fairly clear that the development of L2 reading abilities represents a serious challenge for both the learner and the teacher.

If teachers and curriculum developers are to help students make significant progress in reading instruction, they need to understand how reading works. Only in this way can we make informed decisions to guide effective reading instruction. One of the key starting points in this process involves understanding the fluent L1 reading process. While recognizing that there are major differences between L1 and L2 reading, a clear picture of fluent and effective reading must be a central consideration of all instruction, and there is far more information to draw on from L1 reading comprehension research.

At the same time that theory will inform us about the fluent reading process, and about distinct issues for the L2 reader, it does not tell us how to teach reading. At best, we can draw a set of implications for instruction. So, in addition to a strong knowledge base in reading, we need to know how to con-

第二言語による読解能力を高度に発達させることは，学習者の直面するもっとも複雑な学習過程の一つです。そのような学習過程を成功させるためには，学習者と教師が，多くの情報や教授法を活用しなければなりません。本稿では，そのような教師が活用すべき情報の一つである，高度な読解の過程の性質と学習指導の結果の理解について議論します。本稿では，まず，読解の目的と読みの過程を構成するものの2つに焦点をあてて読解の定義を提示し，高度な読解の一般的な性質について簡単に述べます。次に，その定義を拡大し，高度な読解能力への簡潔な方向づけをおおまかに述べます。さらに，読み方の理論を議論する際によく問題となる，4つのよく知られた，また問題でもある概念についても論じます。また，本稿では，第一言語と第二言語の読解の違いについても考察し，最近の読解能力に関する理論に支持される，読解指導のもついくつかの意義ついて述べます。

nect implications from theory to real instructional practices in a reading curriculum. Of course, spelling out all of these possibilities is beyond the scope of a single short article. The primary goal of this paper will be to address key research foundations and their implications for instruction and curriculum development, recognizing that the application of effective instructional practices within a coherent curriculum represents the other half of the picture.

The Nature of Reading and a Definition

Any description of reading abilities can begin with a simple purpose statement, such as the following: Reading is "the process of receiving and interpreting information encoded in language form via the medium of print" (Urquhart & Weir, 1998, p. 22). However, it should be evident that such a simple definition of reading will not take us very far. Complex skills and processes require more complex definitions, though such definitions must still be informative. Useful extended definitions of reading can be developed at two levels: 1) purposes for reading (why we read), and 2) components of reading ability (what skills are involved). A yet more complete picture is created by considering key processes involved in reading comprehension (how we read).

Purposes for reading

We read for a variety of purposes: Scanning, skimming, reading for general understanding, reading to learn, reading to integrate information, and reading to evaluate critically. There are several other types of reading purposes that could be considered: Reading as search process, expeditious reading, reading to write, reading while writing, and perhaps one or two other possibilities (see Alderson, 2000; Grabe, 2000; Urquhart & Weir, 1998). The key point is that there are multiple purposes for reading. As we read for different purposes, we often vary the ways that we use the cognitive processes and knowledge resources central to reading. At the same time, the actual processes and resources for reading themselves do not generally vary, just how they are used in combination. So we can still talk about reading as a single ability, while also recognizing levels of variability in response to differing purposes and tasks. To understand this consistency across purposes, a definition of reading must include a description of the component skills comprising reading abilities.

Components of reading ability

A definition of reading must recognize that a reader engages in processing at phonological, morphological, syntactic, semantic, and discourse levels, using the full range of linguistic knowledge bases. For example, fluent readers are rapid and efficient word recognizers: They do not guess upcoming words because their recognition skills are actually faster than those used to engage context information. To be fluent word recognizers, readers must also have a very large receptive vocabulary knowledge-base (Hulstijn, 2001). At another level, the reader engages continuously in goal setting, interpretive elaborating from knowledge resources, and goal monitoring. Fluent readers predict, on a general level, upcoming information and have strong expectations about the discourse organization of the text as they read. In addition, fluent readers make adjustments to enhance comprehension and carry out repairs to comprehension as needed. These, and other, components of reading are integrated as a set of activated processes and resources (in working memory) operating under intense processing-time constraints.

Fluent Reading Abilities

Fluent reading comprehension includes both lower-level and higher-level processing skills. This division is not meant to suggest that one set of skills is easier or harder than the other, only that the former set tends to be more automatized and the latter more accessible to conscious attention (Segalowitz, 2000). Lower-level skills include rapid and automatic word recognition, syntactic parsing, and semantic proposition formation (clause-level meaning units). Fluent readers must automatically recognize the vast majority of words they encounter in the text, at least 95% of the words in most cases (Hulstijn, 2001). Readers must also be able to draw key syntactic information from a text to establish accurate relations among the words and sentence parts; again, the initial parsing is usually done automatically and is not open to conscious reflection unless a problem arises with comprehension. Finally, readers must integrate lexical and syntactic information into clause-level meaning units (propositions), which can then be combined to generate textual meaning. These processes and information units are activated as part of working memory. (In fact, working memory is not some mental box that information moves to; rather, it is the sum of any given moment's pattern of activation across memory units in the brain. Information units and processes not sufficiently excited, electrically or chemically, are no longer "active" in working memory.)

Higher-level processing skills first involve the construction of a text-model of reading comprehension, representing a summary of the textual information that the reader believes is intended by the writer. As the reader progresses, the clause-level meaning units are integrated to form a general understanding of the text, with each new unit incorporated as it is created. When information is reinforced, it receives greater activation and is more central to the text model as a whole. Information that is not repeated or directly inferred loses activation and disappears through regular processes of pruning and restructuring. Inferencing is not used extensively for building the text model. The second major component of higher-level processing is the creation of the situation model of reading interpretation. A situation model expands upon the text model and incorporates the readers emotions, attitudes, background knowledge, motivations, and goals into a critical interpretation of the text—one that recognizes the author's views but also critically situates the text author from the reader's perspective (Grabe, 2000; Kintsch, 1998). Inferencing and reader knowledge play a strong role in building the situation model of text interpretation. Finally, higher-level processing requires some type of executive control processing, a monitoring of information activation, text construction, and reader goals, attitudes, and evaluations. (It should also be noted that higher-level processes and output are also networks within working memory.)

The simple sketch of reading comprehension provided above has many implications for reading development and reading instruction. Fuller details of the comprehension process and its implications are beyond the scope of this paper (cf. Alderson, 2000; Grabe, 2000; Grabe & Stoller, 2002; Stanovich, 2000; Thompson & Nicholson, 1999; for more detailed discussions). Nevertheless, several implications for instruction and curricular development will be outlined below. Before moving to instructional implications, there are two sets of issues that need to be addressed: 1) problematic issues in L2 reading research, and 2) differences between L1 and L2 reading.

Popular Notions in Reading Research that are Problematic

Four notions that are popular but problematic in reading theory deserve comment because they have been influential ideas. *The Psycholinguistic Guessing Game* view of reading is still popular, but it does not fit with the above description of reading comprehension for multiple reasons, and there are strong reasons for discarding the psycholinguistic guessing game. Evidence from eye movement research, context influences on readers, the time-course of word recognition, and longitudinal learning and training studies all argue that the view described in section III is a more appropriate synthesis of research findings (cf. Grabe, 2000; Grabe & Stoller, 2002). It is also clear that reading abilities are not all universally the same (Koda, 1996), as commonly claimed by the psycholinguistic guessing game. A second problematic notion, the assertion that reading develops naturally, much like speaking and listening, is often stated but seldom analyzed critically. There is obvious and overwhelming counter-evidence: One fifth of the world's population is illiterate, but nothing appears to stop this 1/5th of the world's population from speaking. Assuming that 1/5 of the world's population is not un-natural, then reading is not a naturally developing skill. Moreover, adult illiterates consistently have difficulties with basic skills required for reading (segmenting sounds to phonemes, recognizing words, making grammaticality judgments) despite having fluent speaking skills.

The role of context in reading is also a problematic issue, and one that needs to be understood better by teachers. A major distinction concerns claims about using context information to guess upcoming words (a misleading view) versus using context to build textual comprehension (a central notion) (Alderson, 2000; Grabe, 2000). At the level of word recognition, for example, poorer readers actually make greater use of context information than do more-skilled readers (Stanovich, 2000). A final problematic notion for reading comprehension is the role of authentic text resources in instruction. While many teaching experts state that only authentic texts should be used for reading instruction, there are many reasons to reconsider this advice. First, authenticity is not an easily definable concept, and what makes a text authentic is not usually spelled out in detail. Second, a classroom setting is an authentic setting in itself, and reading instruction must use those texts that more efficiently further the instructional goals of a curriculum. If pedagogically adapted texts work best for students, then they become, themselves, authentic in that context (see Widdowson, 2000). Third, students need to experience success while reading and engage with reading for extended periods of time. The criterion of authenticity becomes less important than the criteria of motivation and interest (Day & Bamford, 1998; Dornyei, 2001). Finally, a large amount of frustration-level reading, a common feature of authenticity in the reading classroom, can destroy motivation for reading, lead to negative self-esteem, and create poor environments for reading instruction.

Specific L2 Factors which May Influence the L2 Reader

A major issue for L2 reading research involves the different set of factors that influence L2 readers. L2 readers, first and foremost, do not have the same language resources as L1 readers at the outset of learning (see also Alderson, 2000; Grabe & Stoller, 2002, Urquhart & Weir, 1998). L2 readers have much lower levels of lexical, grammatical, and discourse knowledge at beginning stages of L2 reading than L1 readers do when they begin to read. In addition, L2 readers have much less overall exposure to L2 print (Day & Bamford, 1998); in contrast, L1 readers are consistently exposed to native language print from a very early age. L2 readers also vary considerably in their own L1 reading abilities, creating an added complexity.

Aside from linguistic differences, L2 readers often do not share all the social and cultural assumptions and knowledge bases that L1 readers use when reading in their own language. These contrasts include 1) differing socio-cultural backgrounds of L2 readers in comparison with the assumed audience of an L2 text, 2) differing kinds of text types and rhetorical patterns used in L2 tasks, and 3) differing assumptions about "how the world works" by authors of L2 texts.

Other cognitive factors can influence L2 readers in unique ways. Students often learn second languages for reasons that may be distinct from L1 literacy goals—to understand a new culture, to build more knowledge on an educational base that is already in place from L1 schooling, to go overseas, to have additional professional options, or to fulfill a seemingly irrelevant requirement. As a consequence, L2 students may have differing motivations for reading in the L2 than in the L1 (Dornyei, 2001). Moreover, L2 students work with cognitive and processing resources that involve two different languages, leading to various transfer phenomena. Working with two languages also implicates the use and control of two sets of word forms, text formats, and semantic concepts. Finally, working with two languages is likely to lead to greater metacognitive and metalinguistic awareness, particularly in contexts in which the L2 is learned well after L1 literacy skills have emerged.

These differences have at least four consequences. First, research in L2 reading cannot simply assume that results of research on L1 reading will apply in L2 contexts. Second, these differences suggest that L2 readers may employ cognitive resources in somewhat different ways from L1 readers, especially where there are clear differences between the L1 and the L2 (e.g., differing uses of phonological and morphological information from orthography while reading). Third, some of the observable differences between L1 and L2 reading may be due to proficiency limitations in the L2 (vocabulary, grammar, fluency, amount of exposure, etc.). Fourth, actual cognitive processes themselves may be somewhat different simply as a result of working with two languages (e.g., how words in the lexicon are stored and accessed; how transfer from the L1 impacts L2 reading).

Major Goals for Reading Instruction Supported by Recent Research: Implications and Applications

One of the major outcomes of changing views on reading research is the shifting array of instructional implications that arise for L2 reading instruction. While some of these implications have been well documented in earlier discussions of reading (e.g., focusing on general comprehension skills), the set of implications below reflect the more complex views of current reading research. Based on the research indicated in this article, there are at least 11 important implications for reading instruction and curricular development:

- Ensure word recognition fluency and automaticity
- Emphasize vocabulary learning and create a vocabulary-rich environment
- Ensure effectiveness of general comprehension skills
- Teach text structures and discourse organization
- Promote the strategic reader rather than teach individual strategies
- Build reading fluency and rate
- Promote extensive reading
- Develop intrinsic motivation for reading
- Integrate language skills development
- Plan a coherent curriculum for student learning (integrating reading development with content learning)
- Create a supportive (classroom/institutional) environment for reading

Unfortunately, proposing a set of implications for instruction does not ensure that actual instruction will lead to desired goals. So the task for teachers, curriculum planners, and materials developers is to move from implications to applications. Recognizing that teaching contexts vary by students, institutions, goals, proficiency levels, etc., it is the task of pedagogical researchers and teachers to determine *how* best to translate these eleven implications into effective classroom applications.

Conclusion

L2 reading instruction is a very complex undertaking, one that requires a considerable amount of experimentation and innovation. The research base discussed in this article is one informational source for curriculum planning (see also Kamil, et al., 2000; Pressley, 1998; Stanovich, 2000). A further source of information to complement the research base is teacher reflection and action research exploration in the classroom (Grabe & Stoller, 2002). A third base is institutional and student needs analyses. The latter two foundations for curriculum building require their own articles. For the present, I have outlined a way to understand reading and reading research that should offer useful options and alternatives for L2 reading instruction.

If there is one simple set of advice that can be drawn from this exploration of research and its implications, it is the following: Determine which aspects of reading instruction your students need the most help with, provide that help, provide students with many opportunities to read, and make sure that they read.

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Teacher Talk in the Primary English Classroom

Jane Willis

In my plenary talk at JALT 2002 in Shizuoka, I shall be exploring some current trends in ELT that are likely to become larger waves in the future. These include the use of more specifically designed corpora for syllabus and course design, the emphasis on features of spoken language, the identification of lexical chunks that fill the gap between vocabulary and grammar, and the implications of SLA research findings for second language teaching. Related to all of these is another major wave—teaching English to younger learners. It is this that I shall focus on in this paper.

Children Learning English

Listening to English is vital! Children can only learn English if they have sufficient exposure to it. They are natural language learners provided they experience the language in situations that engage their attention and encourage them to process language for meaning. But they can only acquire what they hear and attend to. If they don't hear much English, or if they do not listen and try to understand, they will learn very little.

They may not begin to speak English freely for some time, and in the early stages, it is difficult to observe their progress. But the more input they receive, the faster their comprehension will grow. And so will their ability to imitate intonation patterns and short familiar chunks, and, as a result, their

本論では、教室での教師の言語使用に焦点をあてる。外国語としての英語教育（EFL）において、年少者に対して可能な限り英語に与えることの大切さを考える。教室活動やストーリーテリングなどを含む、様々な目的での言語使用を描写する。教師は、英語（単純化された英語でさえ）が教室で多くの役割を果たしていることを意識するべきである。さらに、教師は教える教科としてだけではなく、教えていることを伝える手段として英語をより多く使用すべきである。

ability to speak.

What is now clear from research findings (Lightbown & Spada, 1999) is that children are most unlikely to learn to speak English if input is restricted to pattern practice and vocabulary teaching. Younger children simply do not have the cognitive ability to make sense of grammar-based teaching or abstract descriptions of language. They need to experience meaning focused interaction, and lots of it.

Teachers Teaching English

Speaking English in class is vital! The teacher's main role is to provide learners with rich exposure to English by speaking it a lot, and simplifying or elaborating, if necessary, in the same way that mothers and care takers do with young children learning their first language. This is often known as modified input (Lightbown & Spada, 1999, p. 34). This entails setting up situations in English lessons that actively engage children in trying to understand what is said, in order to do or achieve something and to have fun.

Teachers of English to adults who are new to teaching young learners may need to do less direct teaching, and learn how to set up activities appropriate to the age of the young learners such as activities which offer opportunities for natural acquisition.

Teachers at the primary level who are asked to start teaching English should be sufficiently competent in spoken English to enable them to interact naturally in English with their children, and give their learners the exposure they require to help them acquire it.

Making English Comprehensible

It is generally believed that comprehensible input can lead to natural acquisition. So in addition to simplifying or elaborating the English used with learners, how else can teachers help them understand? There are several options: (a) by using gesture, demonstration, and miming; (b) by giving visual or contextual clues; (c) by building on routines learners are familiar with and giving instructions for them in simple English; (d) by translating into the mother tongue.

Translation is useful if the children are really baffled and are beginning to lose confidence and give up. However, beware! If translation is regularly used, learners may stop trying to understand English. They will switch off, stop listening, and switch back on when they hear their own language, thereby missing opportunities to learn.

ESP for Primary Teachers

Teachers need to feel confident and positive about speaking English in class, but they don't need to be competent in *all* areas of English. The language needed for classroom management and setting up and handling activities is fairly specific. Topics suitable for children are quite predictable (family, monsters, the seasons, etc.), and teachers should be able to chat about various topics and involve children in exploring them. A basic repertoire of stories they can read and tell with dramatic expression can be built up gradually. Teachers can also bring in additional sources, such as recordings of stories and songs. All this should provide sufficient exposure to stimulate acquisition.

In order to identify exactly what language is typically used in English lessons, and to discover what activities are commonly used, I teamed up with an experienced primary teacher trainer, Mary Slattery,[1] and we set about collecting data.

Collecting Data

We asked a number of teachers in different non-English speaking countries to audio-record their next English lesson and send it to us. We soon had a bank of recordings of around 30 primary lessons, the majority from non-native teachers, and with pupils from ages 4 to 12. This bank acted both as our research corpus (to enable us to draw up a syllabus of commonly used language), and as a pedagogic corpus (Willis & Willis, 1996), in other words as a source of material for a language course for teachers who needed to improve their English and to broaden their repertoire of primary level activities.

Analyzing Teacher Language

We looked in detail at around 20 lessons which together constituted what we felt was a representative sample of ages and levels, and we used the other lesson recordings as backup data—listening to them all to make sure we had not missed any important features of language or any major activity types.

We listed and classified activities into major categories, such as *Listen and Do, Listen and Make, Speaking with Support*, etc. We then looked for sub-categories like Total Physical Response activities and action rhymes. We identified commonly used topics, such as animals and food, and then we looked at popular textbooks and added to this list. Working with transcriptions of the recordings, we identified major functions of language use, and then we listed the different realizations for each one, looking for typical patterns.

Findings

We identified three broad categories of language use: (a) general classroom management, (b) activity-specific language, and (c) story-based language. These are listed below with an example or two for each.

General lesson functions

1. Organizing the class
   Let's start with the first row; you go over there and leave a space.
2. Establishing a routine
   Now what do we do when we are learning a new song?
3. Saying what is going to happen

I'm going to talk to you about a new person....
What you are going to do now is....

4. Commenting on what is happening now
   Oh the bell! The bell. Always the bell!
   OK, so you've got your colors out....
5. Control and discipline
   OK, OK, calm down! Quiet everybody. Sssh. Now pay attention. Kevin is going to say the numbers. So, let me see everybody sitting down. Everybody sitting down.
6. Turn-giving and eliciting
   Hands up!
   Now who wants to tell the whole story? OK, Vanessa, you start.
   Who can remember the words we wrote yesterday? Ali?
7. Responding to learner talk: accepting, evaluating, rephrasing, extending (building on learners' responses)
   T: *How many sisters have you got?*
   Child: *One.*
   T: *Very good. So you've got one sister.*
8. Recasting into English what a learner has said in mother tongue
   (Child says in L1 how the grey elephants in the picture look like an army)
   T: *Yes, it looks like an army of elephants, doesn't it—all grey elephants. Yes.*
9. Encouraging individuals
   OK, Lea, let me see. Yes that's good. Do you want me to help?
10. Ending activities and lessons
   OK, now! Put everything away.
   So that's all for today. On Monday there will be more.

This list is not exhaustive. There are many lesser-used categories, like socializing, checking understanding, and locating things in the course book, which occur in our data.

Activity-specific language

1. Giving instructions for activities and games
   OK, in the envelope you have some pictures. Now take them out, OK? And put them in a line....
   OK, Laura, you throw the dice for your team...Team A, take the dice, and throw it...not at me! Come on! What have you got?
2. Giving a commentary on activities
   Ok John, you're starting at his head, very good. Cutting round his head, his ears....
3. Giving feedback during activities
   Right, so now we've got a foot and a leg. Is there a mistake? No—only one foot and one leg, fantastic. OK, let's check now. Show me...point to black nose, blue eyes, orange mouth, brown hair, yellow hands. Very good.
   Now we'll put these pictures up on the wall.... Very nice!

Guessing games like miming, matching activities, board games with or without dice, making things—all these activities have their own specific lexical sets and instructions. These can only really be learnt in context, by hearing and observing the actual game in action, and then leading the game for real and seeing what language is needed.

The language of organization and instructions for activities provided exposure to extremely rich and purpose-driven uses of English. Ironically, as many trainers observing primary lessons have noted, this is often carried out in the mother tongue, and teachers justify this by saying, "It is quicker." The question is, however, *what* is quicker? Getting down to the activity might initially be quicker until children get used to the routine, but is that the point? Will the child's actual learning be quicker? Ultimately, denying learners the learning opportunities that occur while they are processing instructions in English will reduce exposure and slow down their rate of learning.

Language generated through stories

The actual story can be either spoken or written narrative, and is often a combination of both. Teachers also used many different techniques for retelling the story and for follow-up activities. These generated a wide range of language use, both in terms of richness of vocabulary and variety of interaction patterns. We noted particularly: (a) a whole range of different question forms and elicitation techniques, a variety of tenses, and a wealth of noun phrases, for example a house made out of wood, a boy eating a sandwich; (b) children initiated more, often quite spontaneously, some repeating to themselves chunks from the story in English, some commenting in L1; (c) many teachers were adept at recasting learners' L1 comments into English; (d) they also took up learners' ideas, rephrasing and/or expanding them into natural samples of English.

Some functions typical of story-telling activities include:

1. Reading, rephrasing, and extending story text
   T: *He caught hold of the bush and shook it and shook it and all the berries fell on the ground. See him—he's shaking, shaking the bush. See them?...see them?...see all the berries?*
   Child: *See them...see them.*
2. Eliciting learner contributions
   What did Elmer say?
   And the others said?
   What's he going to do next? What do you think he'll do?
   What colour will he be? Will he be yellow?
3. Supporting vocabulary development
   T: *They were all standing quietly. See them, standing quietly? You know* be quiet.

Are they smiling? Are they happy? Not happy. What are they? They are very, very quiet.
Child: *Very, very quiet.*

4. Getting learners to retell the story
It was a beautiful party. Yes. Now, who wants to tell the whole story? The story of Croc's party.
Now this story is called The Real Story of the Three Little Pigs. *And the wolf is telling the story. What do you think the wolf is going to say?*
So let's write the story together. How shall we start?

Children love stories, and love hearing them again and again. Even young children seem able to cope with quite complex story language in English, maybe because they are familiar with story structure in their own language. They are also used to not understanding everything the first time round, and they do not panic like older learners tend to.

Stories create shared experience and provide contextual support for learning new words and phrases, as well as for subconscious acquisition of grammar. So primary teachers need to be good storytellers, too.

Teachers Learning Classroom Language

Simply studying lists of functions and examples, (as illustrated above), is unlikely to help teachers make great gains in linguistic competence or confidence.

But such lists are useful as an initial stage in syllabus design; we can use them as checklists to ensure overall coverage in a classroom language course. All learners need rich exposure to English, and any course for teachers must provide exposure to English in use in a real classroom context, where these functions occur naturally again and again.

Observing good teachers in action is useful, but video or audio-recorded extracts of English lessons are often more practical because the same lesson extract can be replayed and studied as often as is needed.

Teachers also need opportunities to try out activities in groups, and they will benefit from recording themselves carrying out typical interactions and telling or reading stories. Playing back the recordings, thinking of ways to improve and enrich their language, and then re-recording, provide many learning opportunities.

Trainers Planning Courses

In any training course, time and cost are the usual constraints, so for any group of teachers it is sensible to identify core classroom activities and a small bank of stories they could tell in their lessons. They can then practice handling and exploiting these in English. If trainers use English in the course and encourage teachers to speak English too, even during practical activities like making visual aids or planning and reporting on their activities, this will help their fluency and build their confidence.

The overall goal should be to give teachers the confidence to speak English without being worried about making mistakes. The important thing is to use English fluently and naturally. If teachers can show children that English is a normal means of communication, like their own language, then after a spell children will naturally begin to use it where they can.

If the teacher's underlying attitude to using English is positive, and if it is obvious that the teacher enjoys speaking it, reading it and playing with it, and the teacher encourages and praises pupil's efforts to do the same, then children will develop confidence and be motivated to use English.

Similarly, a positive trainer attitude can work wonders for teachers' motivation and confidence in extending their own English. This means:

1. Encouraging teachers to activate and build on whatever English they know already, reinforcing what they do well, rather than focusing on what they don't know.
2. Taking activities and stories as starting points, discussing them in English, exploring alternative ways to set them up and implement them in class, and then finally looking at the language that can be used to do this.
3. Speaking English and giving teachers experience not only of traditional classroom interaction but also of narrative, expository talk and spontaneous small group interaction.

Exposure to fluent trainer talk, combined with extracts from real English lessons, can help promote fluent teacher talk in the primary English classroom. And this in turn can give young learners the exposure they need to acquire English naturally.

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Notes

1 The language analysis in this paper is based on the data collected from primary English classes for the preparation of the syllabus for *English for Primary Teachers: A Handbook of Activities and Classroom Language* by Mary Slattery and Jane Willis (2001).

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Basic Principles and Practice in Vocabulary Instruction

Rob Waring, *Notre Dame Seishin University, Okayama*

Over my many years of teaching in Japan, I have become more and more aware that some of the most basic principles of vocabulary teaching and learning have been forgotten or ignored. This article will try to refocus attention on the basic and most fundamental "common sense" aspects of vocabulary teaching and learning. Let us start with some of the common sense notions about vocabulary teaching and learning.

—Teaching a word does not mean the students learned it. Teaching and learning do not go lockstep, hand in hand. It is too easy to forget that teaching does not *cause* learning, and to forget that just because students have finished a unit, this does not mean they have mastered all the words in it.

—We do not learn a word from one encounter. Research tells us that it takes between 5-16 encounters (or more) to "learn" an average word (e.g. Nation, 1990, p. 41).

—There are 2 major stages in word learning. The first stage is matching the word's spelling and pronunciation (its form) with its meaning. When this relationship is acquired, the second stage involves the deeper aspects of word knowledge. These may include the words it goes with and does not go with, the restrictions on its use, whether it is formal or informal, whether it is spoken or written, its similarity to other words, its shades of meaning, whether it is frequent or not, and so on.

—It is easier to forget a word than remember it. Initial word knowledge is very fragile and memories of new words that are not met again soon, are lost. This is because our brains are designed to forget, not remember. If a student has just learned 10 new words, it is normal for most of them to be forgotten within a few days, and maybe only one or two will be retained in the medium or long term. This is called the "Forgetting Curve" (See Pimsleur, 1967, for details).

—Students cannot guess the meaning of an unknown word from context if the surrounding text is too difficult. Hu and Nation (2000) suggest that students need to know about 98% or more of the other words in the text (1 new word in 50) before successful guessing can take place. At a rate of 1 new word in 10 the probability of guessing the meaning of an unknown word is close to zero.

—Students do not need to learn every word they meet. This is because not all words are equally useful. The words students need to master are the general service vocabulary, i.e. those which are found in almost all texts, including technical works. Students who are specializing in one area of study should start by learning their general service vocabulary first, and later go on to learn the specialist vocabulary—usually after 1500 to 2000 general service words have been learned.

—Some words are more difficult to learn than others. Research suggests that words which are more concrete and closer to a known concept, or have a similar form in the first language, tend to be learned before those which are more abstract and/or are relatively dissimilar from the first language.

—Words live with other words, not in isolation. Languages are made up of sets of words that go together to make individual meanings such as *by the way, the day after tomorrow, bus ticket, half past three, sunny day*, and so on. These are often called collocations, or lexical units.

—Written vocabulary is different from spoken vocabulary. Fewer (and often different) words are needed for fluent speaking and listening than are needed for reading and writing.

—Students learn best by making sense of their own vocabulary and internalizing it. The more they work with the words, and the more deeply they are processed (i.e. by working with the new words in many different ways) it is more likely the words will be retained in memory.

—We do not have enough time to teach everything about a word so students have to become independent word learners.

And now for the $10,000 question. In general, does English language teaching reflect these principles? The simple answer is no, not very well at all. In a review of how vocabulary is commonly taught, Oxford and Scarcella (1994) among others, have found that:

—There is very low recycling of vocabulary in coursebooks. Most words taught in the text (i.e. featured in a vocabulary exercise) are not recycled in later exercises, or even repeated in the same book (Schmitt, 2000).

—Teachers assume the textbook represents the syllabus and assume that the textbook has dealt with the recycling of the vocabulary adequately.

—Teachers leave vocabulary learning to students and rarely teach vocabulary learning strategies and techniques. Dictionary skills especially are rarely taught and students are not encouraged to keep vocabulary notebooks.

—Most vocabulary teaching is from the text with an emphasis on identifying and teaching single words, rather than collocations or lexical phrases.

—Many teachers do not seem to take a systematic approach to vocabulary selection. Lessons are often prepared just before class, and there is no long-term planning.

—Teachers all too often teach too many words at one time. This can not only confuse students who get them all mixed up, but also overload the students' memory leading to "vocabulary graveyards."

—Rarer words are often favoured over common words with the assumption that the "easy" words are already known.

—Students are exposed to the same materials and thus have limited exposure to words that the teacher does not focus on.

—For many teachers, word teaching only means giving a definition and spelling or pronunciation, not the deeper aspects of word learning.

—Vocabulary learning goals are rarely set.

—Most vocabulary exercises test rather than teach.

So what does all this imply for language teaching and learning?

First, teachers should carefully select words to teach, with special focus on the most frequent and useful words as these words carry the most meaning senses. Special attention should also be given to words that are difficult to learn. Similarly, those words which are relatively easy to learn (i.e. those for which there are close relatives in the first language) should be introduced early to build a start-up vocabulary base. Thus an early emphasis on vocabulary growth within language teaching will help kick start their learning (Meara, 1995).

Second, as we can all but guarantee that most words we teach will be lost to the Forgetting Curve, it is therefore essential that the new words are repeated soon after the initial learning, and repeated at spaced intervals many times and in many contexts thereafter to cement them in memory. As our textbook s do not seem to consciously recycle important vocabulary the required 5-16 times, teachers have to find ways to ensure there are enough encounters. One easy way to achieve both these goals, and one that takes little classroom time, is to require students to read graded readers out of class or ask them to listen to long simplified recordings. (Waring, 2000). Another advantage of graded readers is that as students will be exposed to massive amounts of vocabulary, they can discover new collocations, all while improving their reading fluency in an enjoyable way.

Third, students should not be faced with material that is too difficult because they will not be able to guess successfully and easily add new knowledge to what they already know. Material that is a little easy is beneficial for language learning because the students can improve their reading speed and fluency. This is because they already know all the words and will be able to build their word recognition speed.

Fourth, by teaching students how to learn vocabulary effectively, and how to use their dictionaries well (see Waring, 2001, for some ideas), they will save a lot of time and will ultimately make them independent of teachers, dictionaries and textbooks.

Lastly, vocabulary exercises should focus on deepening and internalizing knowledge of words, not only the surface "form-meaning" level, and should deal with collocations and multiple-word units, not only single words. The type of practice in these activities allows the students to notice new words, or new features of words they already know, as well as giving them chances to internalize them. For example, simple gap-fill and matching exercises manipulate only meaning and/or form, and thus call for relatively shallow mental processing. The focus should also be on deepening and internalizing the knowledge by doing activities at a deeper level. Thus, the *quality* of the mental processing when doing the exercise is more important than simple *quantity*. Examples of such exercises appear in Lewis (1996).

Suggested Reading

Recommended titles for further reading on the basic principles underlying vocabulary teaching and learning include Lewis, (1993, 1996), Nation (1990, 2001), and Schmitt (2000).

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ELT Textbook Rubrics: The Nature of the Beast

Kristofer Bayne, ***Aston University***

Learners and teachers bring a wide range of attitudes, experiences, strategies and styles to the EFL classroom. A more concrete and widely used item they carry with them is a textbook. Such texts and the pedagogic materials and tasks within rightly receive broad and on-going attention from researchers and teacher trainers (such as Allwright, 1981; Cunningsworth, 1984; Dubin & Olshtain, 1986; Grant, 1987; Hutchinson & Torres, 1994; Johnson, 1989; Nunan, 1989; O'Neill, 1982; Tomlinson, 1998). The same, however, cannot be said for the written instructions, or rubrics, preceding and introducing tasks.

Breen (1989), Littlejohn (1998), and Ellis (1998) acknowledge the rubric in the context of analysing and evaluating "task." Outside of this context, those who comment on rubrics do so briefly. Among them, Chaudron (1988) points out the paradox of rubrics in that they are given in the target language and may be beyond the learners cultural and linguistic ability. This may account for the recognised "interpreter" role of the classroom teacher (Gower & Walters, 1983; Wright, 1987). There is general agreement that the clarity, precision and economy is essential, with Jolly and Bolitho (1989) suggesting that "efficient and effective" rubrics will determine the success, the "pedagogical realisation," of the materials. Finally, Littlejohn and Windeatt (1989) note that an examination of the rubrics in a given textbook will reveal much about its author's view of language learning.

This small selection of comments alone raises issues that have not been pursued in any significant studies. Just for starters we can ask a number of very fundamental questions about the various participants and their relationship to rubrics:

-How do material writers construct them?
-How do publishers present them?

英語学習テキストの特色のひとつに、言語学習タスクのためのRubrics（指示文）がある。Rubricsはその学習タスクをやり遂げるために、学習者や教師により読まれ、理解されるものであるというほど単純なものではないと思われる。しかし、教室やテキストでよく使われているRubricsを実際、どのように学習者が使用し、理解しているかの研究はほとんどなされていない。本論文では、この点における研究結果を提示する。また、日本人学習者が使用するストラテジーに影響を及ぼす内的要因（学習スタイルや文化特性）や外的要因（テキスト、教師、クラスメート）にとくに焦点をあてる。教師や言語習得、動機づけに関連する問題にも言及する。

-How do teachers use them?
-How do learners understand and follow them?

Rubrics are a physical presence in learner textbooks, they are the focus of at least one aspect of *teacher talk* in the classroom, and they can play an important role in the pedagogical outcomes. These and other related issues will be the focus of my workshop for JALT 2002. For now, however, I would like to outline some important definitions and general features of rubrics in the following sections.

Definitions

Previously I have defined *textbooks* generically as "all forms of printed ELT instructional materials, commercial or non-commercial, bound or loose-leaf, and whole or part of a textbook" (Bayne 1998). *Textbooks* will include coursebooks, self-access materials, supplementary materials and workbooks as Tomlinson (1998) defines them and also *in-house* materials such as those described in Gershon (2000).

Tomlinson describes *materials* as "anything which is used by teachers and learners to facilitate the learning of a language" and "anything which is deliberately used to increase the learners' knowledge and or experience of the language" (1998, p. 2). He includes teachers' instructions. I would like to add the rubric to the mix.

The term *rubric* (alternatively, written instructions) will be used for those directions that in most cases precede the learning task. These are predominantly written in the target language and directly address the learners. Rubrics aim to physically organise the classroom and learners for learning purposes via specific pedagogic tasks. It is almost a given that the author of the materials will include a rubric, particularly if it is for consumption beyond the author's own classroom. This is also true for examples and sample tasks used in teacher references (e.g. Grellet, 1981; Hughes, 1989; Hutchinson & Waters, 1987; Savignon, 1997) and for demonstration-type tasks for teachers such as My Share contributions to *The Language Teacher.*

I have chosen not to attempt to define *task*, as my issue here is not with the task itself (for details on *tasks* see Nunan, 1989, p. 5-11; Crookes and Chaudron, 1991, p. 50-57). Obviously, separating a rubric from its task is not a reflection of reality. There is always a rubric/task context. I will suggest, however, that the rubric itself is a key in the move from "task-as-workplan" to "task-in-process" (Breen, 1989), and as such can have a great bearing on the outcome.

Features of Rubrics

Rubrics can range from a single-step direction (usually in a sequence of related tasks) requiring the application of one skill, as in the example:

> *Listen* [followed by a short dialogue on tape]. (Richards, et al., 1991, p. 82)

or it can be very explicit, multi-step and multi-skill, as in:

> *Match the following words on the left-hand side with their meanings on the right-hand side. Write the correct letter on the line. For clues to the words' meanings, review the exercises in Part Three [followed by "1-10"/"a-j" lists]. (Kim & Hartmann, 1990, p. 39)*

In some cases the rubric may also include "appendages" such as contextual information and conditions:

> *If you were talking to an American and wanted to avoid misunderstanding, what would you say in the following situations? a) Write it in English, b) Close your book and role-play the situation with your classmates [followed by a short written description of a situation and a cloze dialogue]. (Yoshida, et al., 2000, p. 36)*

Embedded in the rubric may be questions essential to the successful completion of the actual task.

> *What do you need to do in order to set up your own business? What problems can you anticipate? Work in small groups. Make two lists. One example is given for each [followed by two titled columns with one example each]. (Jamall & Wade, 2000, p. 6)*

Examples or models can also be used with or without reference:

> *Listen to six sentences. How many words are there? Draw a circle around your choice. Contractions (for example, she's) count as two words [followed by six multiple choice questions]. (Jamall & Wade, 2000, p. 7)*

We can see from the above examples that the rubric is written in the imperative addressing the learner, usually with a simple sentence structure. Rubrics may be visually distinguished from other text by various design and layout manipulations such as the size, style or type of font, shading or *white space,* numbering or lettering, or the use of directional graphics and icons. For listening textbooks and audio portions of other skill texts the written rubric is usually repeated verbatim on the tape or CD.

In this brief and by no means complete description of rubrics we can see that they appear in almost any form of printed ELT textbook and can include a variety of "directional" information. We could surmise from the use of language, appearance and appendages that they are intended for the learner (but I would like to hint that the jury is still out on this point).

Considerations

In preparation for this piece I looked back over the past two years of Main and Feature Speaker articles in *The Language Teacher* for guidance and inspiration. I found both, but also as I read through I was struck time and again by the fact that the humble rubric, the *simple* written instruction, can have a bearing, with varying degrees of relevancy, on such a diversity of ELT issues and perspectives.

Just as rubrics pervade all ELT textbooks so their relevance extends beyond their role as simple *transactional* functions in the classroom (Widdowson, 1990) or guidance whenever or wherever learners use their textbook. Rubrics can be seen as a lynchpin between what the materials writer and publisher—backed by sound pedagogic theory, experience and creativity—intends for their task, and what the teacher and learners—through their interpretation and application of that intent—actually do with the task. I would like to suggest that on this link also rest relationships with deeper issues. I will also ask you to consider the role of rubrics as I do—their creation, presentation, treatment by teachers, use by learners.

Given the existence of rubrics and their intended audience in learning materials there is a connection to *course design* (Gershon, 2001; Han & Dickey, 2001; Nunan, 2001; Richards, 2000; Woodward, 2001), *task design* (Tomlinson, 2000; Willis, 2000), *lesson planning* (Woodward, 2001) and *teaching young learners* (Krause, 2001). With teachers being teachers the written instruction has a relationship to *teaching styles* (Thewlis, 2001) and *teacher effectiveness* (Burns & Candlin, 2001; Jones, 2001). Given that teachers deal with learners and rubrics in a classroom setting we also have to consider *teacher motivation* (Woodward, 2001) and *teacher development* (Barfield, et al., 2001; Craven, 2000; Smith, 2001). Finally, in their role as introductions and links to pedagogic tasks rubrics can effect *learner autonomy* (Nguyen & Aoki, 2001; Robbins, 2000; Smith, 2001), *learner motivation* (Dornyei & Csizar, cited in Burns & Candlin, 2001, p. 6) and *learner involvement* (Swan, 2001). These issues would, in turn, be related to *language acquisition* (Burns & Candlin, 2001).

I hope I have been able to give you a new or different perspective on rubrics, or written instructions. I think there is something for everybody. (Comments on rubrics are invited at <eltrubrics@hotmail.com>)

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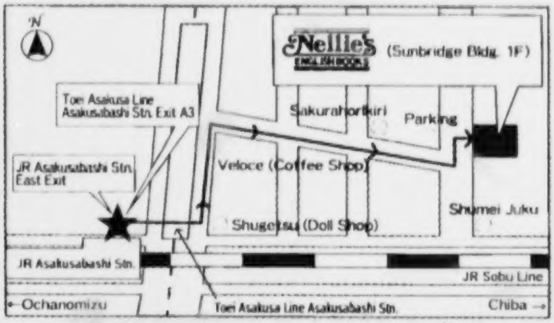
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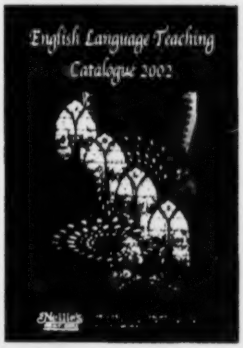
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The English We Teach

Henry Widdowson

It seems obvious on the face of it that the English we teach should be the real language that occurs naturally in contexts of use. We might otherwise be accused of practising a deception, fobbing our learners off with a kind of fake. There is, however, the (equally obvious) difficulty that we cannot just reproduce the natural occurrence of user English in the classroom. It has to be modified in some way to make it appropriate for learning. In other words, we have to make it into a subject: something that has to be constructed into courses of lessons on a timetable. English as a subject does not naturally occur: it has to be deliberately designed for learning.

It is English the *subject* we teach. The question is what do we need to take into account when designing it. Grammatically speaking, *teach* is a transitive verb and takes an object. The objects can be of two different kinds. Consider the following examples:

1. She teaches English. (TE)

1. She teaches students. (TS)

When combined, the second of these becomes an indirect object, as in

1. She teaches students English.

2. She teaches English to students. (TES)

英語教師は、「英語」という教科を教えているが、正確には、それはどう定義されるべきなのであろうか。本論では、この問題を考え、その答えは、思っているよりも簡単ではないことを論じる。

We might define our subject TES by reference to the direct object, *E*: English. The direct object, we may say, is our objective: what the students are eventually to attain, and this, we might argue has to be something resembling as closely as possible, the naturally occurring English of user experience. But there are difficulties here. In the first place, whose user experience are we talking about? If you learn the language of its users, you bid to become a member of their community. The user communities of English are many and varied, and what makes the language a reality for them is the way it keys in contextually with culturally specific assumptions and values. If learners are to achieve the goal of communicative competence in real English as appropriately used in the contexts of particular native-speaking communities, they would need to be made familiar with the complex cultural conditions that define these contexts. This would be a difficult enough task even if we knew what the target communities were that learners are bidding to join. Generally speaking, we do not. So there seems to be no point in trying to specify the goals of the subject in reference to the use of a particular community of native speaking users. This is particularly the case when one considers that English is increasingly being used as an international lingua franca by people who are not native speakers of the language at all, and who do not identify with, and owe no allegiance to, the cultural norms of its native speaking communities.

It does not seem to make much sense to rehearse students in particular user roles, much of the subtlety of which is unteachable anyway. It would surely be a more reasonable objective to invest in a more general capability in English for students to exploit as and the occasion subsequently arises. It is this general capability that needs to be defined as the goal of the subject to be taught, and this then serves as the basis for further learning whereby learners themselves adjust to particular cultural conditions of use, and fine-tune the language so that it is appropriate to particular contexts of use.

To specify native speaker use as the content to be taught in effect defines objectives in reference only to the direct object, English, and in disregard of the indirect object, the students. If we consider the students, we need to ask what it is reasonable to specify as an attainable objective—how the E is to be defined as goal, given the particular students we are teaching and what they need to be provided with at the end of the course as a basic resource they can draw on in subsequent learning. For most students, I would argue, real English is unrealistic English. In defining the relationship between the direct object E and the indirect object S, we need to consider not only the goal (what we want to get students to have learnt at the end of the course) but also the process of learning that gets them there. In other words, we need to think about the E as language that can engage the learner so that they can effectively learn from it.

I have talked about our subject as TES, and have argued that in defining the E we have to consider what we want the S to achieve. But our subject is generally referred to as the teaching of English for speakers of other languages, TESOL or teaching English as a foreign language, EFL. Here we come to another crucial factor we need to consider in defining the English we teach. As a subject, it is not English *to* speakers of other languages (E_SOL) but English *for* speakers of other languages (ESOL). This formulation implies that what is to be taught is not English as it actually occurs in native speaker use, but English as expressly designed for those who do not speak it. Or, to take the other abbreviation, EFL, the subject is not just the E in isolation. What is taught is not English as such, but English *as a foreign language*.

We have two quite different realities here. What makes English real for its native users is its familiarity, but the most obvious reality for learners is that it is unfamiliar, foreign, alien indeed. The most obvious thing that the subject has to be designed to do is to somehow make the language less foreign. This means that the way the language is presented and the way language activities are designed in class have to meet two essential conditions. Firstly, it has to motivate the students, capture their interest, make them feel that here is something which, though new and strange, they can make meaningful as having a purpose of some kind. In other words, the language has to engage them so that they can make it real for themselves. This does not mean that it should correspond with how language is used as authentic communication in the real world. On the contrary, an attempt to replicate this user reality is likely only to make the language more alien. The reality we need to be concerned with is that which keys into the students' world and can be created in the classroom. This first condition seeks to make the cultural foreignness of English less threatening, allows the students to take to, play with it, appropriate it on their own terms. The second condition reduces the linguistic foreignness by getting the students to take control of it through learning, by getting them to notice how it works, how its forms can be manipulated.

These conditions do not naturally occur in class. They have to be specially contrived. That, I think, is what language pedagogy is all about. It is about artifice, the designing of English as a subject, for speakers of other languages, as a foreign language. And we should note that English is foreign in very different ways depending on who the students are, their socio-cultural assumptions and values, the other language or languages they speak, and so on. It is worth making the point, obvious though it may be, that you can only define the foreignness of a language by reference to a language, or languages, which are familiar. It follows that in defining ESOL or EFL at least one other language is implicated. If you separate the E from the SOL or the FL, then you can maintain the illusion that the subject is a monolingual one, only concerned with English. But if you integrate the E with the SOL or the FL, then it becomes clear that the subject is in certain respects bound to be a bilingual one, and to the extent to which foreignness is also a cultural phenomenon, a bicultural one as well. What this means in the present case is that in defining English as a subject in Japan, Japanese language and culture are also bound to be implicated and need to be incorporated into the design of instruction. What this means, indeed, is that we should not think in terms of the English *we* teach in general, but of the English *you* teach here in Japan: a foreign language subject which has to be designed so as to be locally appropriate to the contexts of Japanese classrooms.

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Developing a Reflective Practice through Disciplined Collaboration

Kathleen Graves, *School for International Training*

Amy Powell is a new ESL teacher in a public middle school in Boston, Massachusetts. In an effort to improve her teaching, she joined the professional development subcommittee in her school. Once a month they meet with the principal to discuss how to structure the monthly professional development session in which all teachers are contractually obligated to participate. The idea of the sessions is simple: A topic is chosen and teachers discuss and present their experience with the topic. On the surface, this approach sounds promising, but Amy's experience shows otherwise. Rather than giving teachers a chance to talk openly about their work and to explore their practice, "they often turn into teacher showcases of best practices" (Powell, 2002). That is, teachers present what they do well and their fellow teachers congratulate them for work well done. Some readers may be thinking, "This doesn't sound like a problem, we can all learn from the successes of others." True, but not if success is worn like an armor. If we are interested in changing practice, not in protecting it, we need, paradoxically, to be able to show the chinks in the armor. To further extend the metaphor, we want to shed the armor so that we can be more flexible in our practice and responsive to our students.

内省の実践(reflective practice)は，聡明で，意味のある行動をとるために，経験を理解し，分析する人間の能力によって決まる。質問をし，行動に対して別の見方や別のとるべき方向を示すことによって，内省のプロセスでは，同僚が決定的な役割を果たしている。本論では，効果的に応答するように，自分の実践を探求し，理解し，分析するための道具として，同僚がLewin/Dewey によるexperiential cycleを利用する内省の訓練アプローチの概略を述べる。

What do reflective practice and collaboration have to do with Amy's experience in her monthly professional development group? She explains her feelings this way: "These sessions are not safe places to get humble and elicit feedback. As a new teacher, how else am I supposed to learn how to improve my practice? When will it be acceptable to admit that no one, not even the most respected of veteran teachers, has all the answers?" (Powell, 2002). Amy has a different vision for these professional development sessions, one in which she can articulate problems and puzzles, and in which she can learn from the experience of others as it is brought to bear on her particular situation. Amy is already a reflective practitioner. What she is seeking is a community with whom to exercise and develop her reflectivity.

Reflection is one of the most powerful tools teachers can use to explore, understand, and redirect their practice. Reflection is about learning to see and to understand what is seen. It is not simply being able to identify problems and frame solutions, although both are crucial. The father of reflection, John Dewey, defined reflective action as "that which involves active, persistent, and careful consideration of any belief or practice in light of the reasons that support it and the further consequences to which it leads" (Zeichner & Liston, 1996, p. 9). For Dewey, the purpose of reflection was to transform experience through observation and interpretation into reasoned, purposeful action. This transformative process is captured in the four stages of the Experiential Learning Model, adapted by David Kolb from the work of Kurt Lewin: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 1984). Despite good intentions, teachers can undermine the development of a reflective practice in two ways. One is to undertake reflection without action—to hold up the mirror, acknowledge what is there and how one feels about it, but go no further (Stanley, 1998). Another is to view the process as one of seeking solutions rather than as one of effecting change, that is, to seek solutions without having explored the wider issues and underlying beliefs that are at the root of the perceived problems. When teachers are able to explore the root issues and beliefs, a shift occurs in their understanding and a wider range of effective, intelligent actions becomes possible.

Colleagues can play a critical role in helping teachers gain a wider and deeper perspective on their practice by asking questions and by providing alternative interpretations and courses of action. The Teacher Knowledge Project at the School for International Training (<www.sit.edu/tkp>) has developed an approach to reflective practice that depends on disciplined collaboration. The aim of the project is for teachers to develop and use their knowledge to improve student learning. Groups of teachers, usually from different schools, participate in seminars over a period of six to twelve months. In the seminars, teachers are guided by two co-facilitators through the four stages of the reflective cycle outlined in Figure 1. This way of using the cycle,[1] which I will describe below, was developed by Carol Rodgers based on her research on John Dewey's work (Rodgers, in press). It enables teachers to examine issues in their teaching and move to what Dewey called *intelligent action*. One facilitator is from a school context, the other from a university context, in order to model a diversity of perspectives and the dialogic nature of the inquiry process.

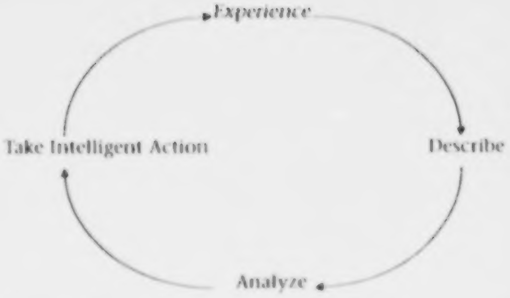

Figure 1: *The Reflective Cycle used in the collaborative inquiry process*

The process itself is simple, but the results are infinitely rich and complex, as I discovered when I co-facilitated an eight-month seminar with an experienced teacher from a local elementary school. At each monthly session, two of the participant teachers presented what we called a *case study*. Each teacher chose some puzzling or problematic aspect of her practice to focus on. This is the *experience* at the top of Figure 1. For example, one teacher was concerned with whether all her students were able to participate in group activities; another teacher was concerned about whether she *taught* enough. Another teacher was concerned about a student who didn't seem to fit in with the others in her class. The second stage, *describe* started when the teacher described to the group a *slice* of her practice that captured the issue. The teacher's spoken description was supplemented by a video-clip of her class, a written narrative describing the situation, or samples of student work. The teacher who was concerned about participation showed us video clips of students doing different activities within one class period. The teacher who was concerned about a *misfit* student showed us samples of her student's work as well as a video clip of her class. The group then helped the teacher flesh out the description to be as thorough as possible and to keep it focused on student learning. Some of the questions the group asked, the teacher could readily answer, but some of the questions were ones she hadn't thought about before. For example, the teacher who was concerned about student participation in group activities was asked about what students did when she lectured, since the lecture material was often the basis for the small group work. The group helped the teacher to build a fresher, fuller, more complete picture than the one she was used to seeing through her own eyes.

The third stage, *analyze*, is the interpretation stage. The teacher and other participants generated as many explanations and interpretations of the situation as possible. The variety in our backgrounds and expertise played an important role here since multiple interpretations were possible. In this stage it was also not uncommon for us to use terms and concepts from seminar readings as explanatory tools. The group did not suggest *solutions* or give tips for dealing with the issue, but rather proposed multiple perspectives on the issue, based on the teacher's description. The teacher, with the help of the group, explored the various interpretations, and identified the one(s) that made the most sense at that time.

In the final stage, based on the chosen interpretation(s), the teacher and the other participants proposed *intelligent actions* to address the issue. Sometimes the intelligent action was a change in the teacher's attitude toward the situation, rather than a discernible change in procedure. The teacher chose the ones that made sense to her. Back in the classroom, she tried out these actions. These actions in turn often suggested new questions or issues, and the cycle began again, albeit individually.

Like the elegant lines of beautiful calligraphy, the simplicity of the process belies the discipline required to do it successfully. In the seminars, as soon as a teacher started to describe her situation, we all wanted to jump to the *solution*. The separation of the stages is a key component of the discipline. As co-facilitators, one of our important functions was to keep the group focused on each stage long enough first to reveal a multifaceted picture, then to provide a variety of perspectives so that when we did get to the solutions they were grounded, thoughtful, and feasible. This process stands in stark contrast to the one Amy has experienced in her monthly meetings. And yet, our experience in the Teacher Knowledge Project shows that it is a process that could easily be implemented at her school. Lasting educational renewal depends, ultimately, on changes in the classroom. Successful change in the classroom in turn depends on the understanding and skill of the most powerful figure, the teacher. The development of a reflective practice through disciplined collaboration enables the teacher to make thoughtful and lasting changes that can have a positive impact on student learning.

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Notes

1 This version of the cycle is the one that my co-facilitator, David Holzapfel, and I gave to our seminar participants.

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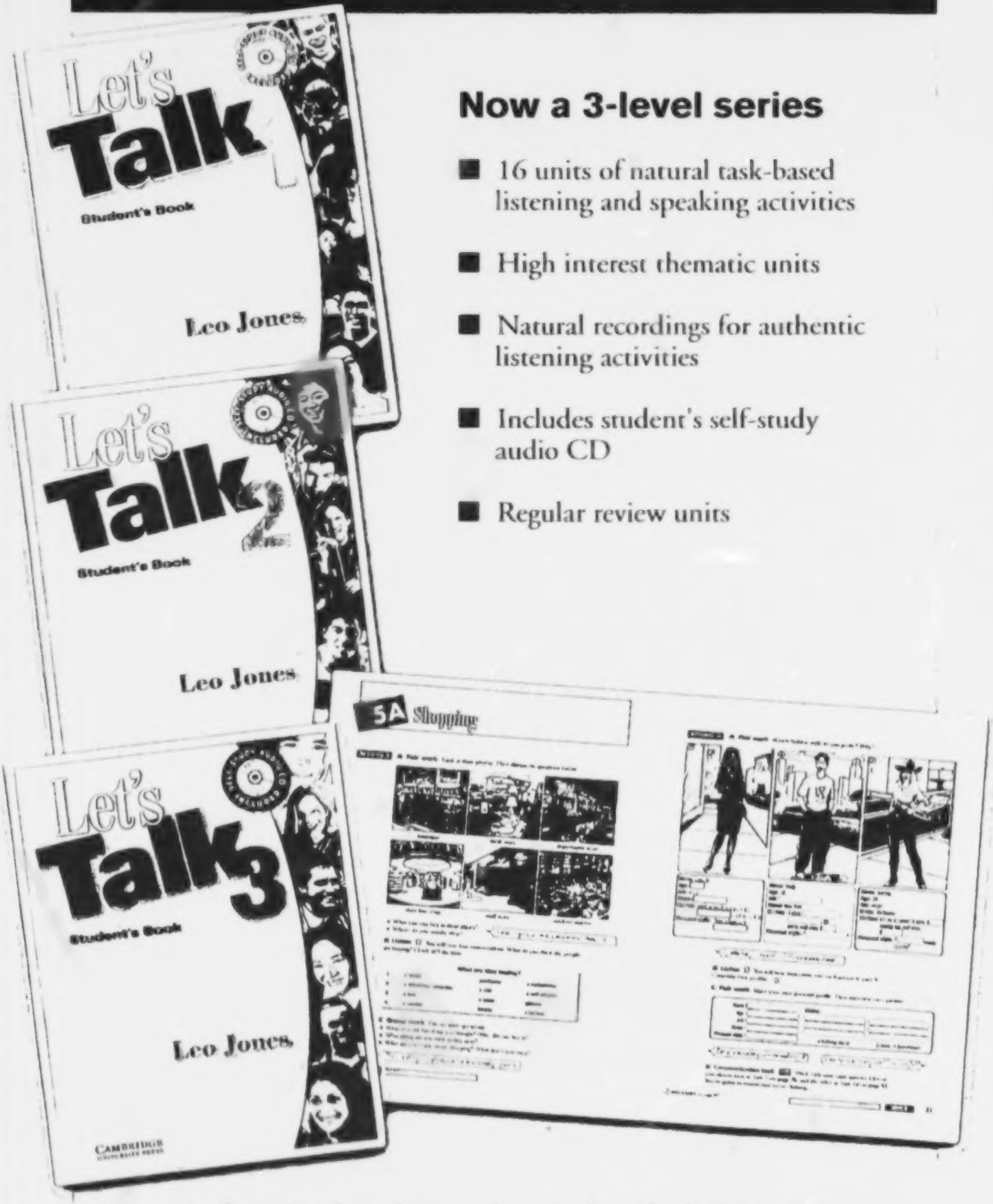
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Developing Visual Literacy for the 21st Century

Terry Royce, *Teachers College Columbia University*

In the traditional L1 and L2 classroom, the focus has always been on language as the primary medium of communication. We speak to the students, they listen to us, they respond to our speech and we respond to theirs, they read what we give them to read, and they write (usually) about the subject matter that we have presented to them. Both L1 and L2 teachers have always been aware that in the classroom there are other ways (or modes) of communicating meaning, whether that be a content focus for a specific subject area, or a communication focus for the L2 teacher. For the L2 teacher specifically, the emphasis has always been on developing students' language (linguistic) competency, something that has usually been framed in terms of developing their *communicative competence*. Most language teachers would currently not take issue with that representation, since developing communicative competency is exactly what they are in the language classroom for—to facilitate their students' success in communicating in a foreign or second language.

This language-focused approach is currently under increasing pressure, however. The communicative methodologies and technologies deployed in the 20th century are now undergoing rapid and far-reaching changes, and many of the new forms of multimedia and electronic information sources are beginning to represent great and significant challenges to ways that communication is carried out in the classroom. The growth of newer forms of visual means of communication in the emerging 21st century culture of information-technology, and their increasing impact in the language classroom and in wider contexts is presenting new challenges to the thinking teacher. This cannot be ignored—virtually every conference, every new release of teaching materials (page-based or multimedia), and virtually every graduate teacher-training course is dealing in some way with the expansion of new technologies in teaching and learning, technologies which increasingly use language in combination with other ways of meaning-making. Yet, these technology or computer-based communication technologies are not necessarily replacing the traditional forms and formats (as in our page-based textbooks), but should be seen as complementing the existing teaching/learning resources.

The growth of these so-called new communication technologies in the worldwide web, in computer-assisted language learning software, and in distance learning technologies, is also placing increasing pressure on teachers. Many teachers want to work with or exploit these changes, but have little idea of where to start, or know how to translate these changes into effective classroom methodologies. When referring to communicative competence, teachers usually talk in terms of the four language skills. However, if they are to include new technologies in their classrooms, the concept of communicative competence needs to be re-conceptualized. One way to talk of communicative competence is in terms of multiple competencies or even multiliteracies (Unsworth, 2001). The use of *competencies* here is deliberate, since while competency in spoken and written language is something that all teachers aim for in their classes, there are also other competencies to consider, not in isolation, but in combination with the primary linguistic competency. Communication needs to be viewed in *multimodal* terms. The view taken here is not only that each mode of communication (linguistic, visual, and even movement and musical) can produce a certain set of meanings, but that different modes of meaning may be working in combination to produce a complex set of meanings (Royce, 1999b).

There is thus an emerging view of communicative competency in terms of a "plurality of literacies" (Unsworth, 2001), which takes into account the ways that meanings are projected in these new modalities. Unsworth suggests that if language teachers are to meet the current communicative needs of

インターネットやテキストでより多くの視覚情報が提供されているので、学習者の言語学習における到達目標の一つとして、視覚リタラシーを入れる必要はないだろうか。学習者が新しいメディアの形式から多様な情報を受け取る手助けをするために、教師自身の視覚リタラシーを向上させるには何をすべきだろうか。本論では、これらの点から視覚的意味をとらえるにはどうしたらいいかを論述する。すぐに使える実際的な教授アイディアを提供する。

their students, they need to be aware of how these multiple meaning-making resources are formed, the ways they can be interpreted, and the kinds of metalanguage which can be used to develop teaching methods. These multiple meaning making resources include not only the newer computer-based modes, but also the traditional or conventional formats and the ways that they are evolving.

One especially important form of literacy is that of visual literacy, as many visual forms (images, diagrams, graphs, schematic drawings, etc.) are increasingly being utilized in conventional classroom texts as well as in the new forms of technology. Language teachers now need to become more aware of their students' visual literacy needs, and they need to develop methodologies to take advantage of the new Internet, software, and distance-learning technologies developed, as well as the more conventional communication forms such as page-based textbooks.

To do this teachers need to take a fresh look at the role of visual forms of communication in language classrooms, and this is exactly what our workshop in JALT 2002 aims to do. Language teachers have always been aware of the possibility of using visual means of communication as an adjunct to their teaching, but it is now time to focus on just how they can engage with multimodal resources. In particular, we can make a start here by looking at page-based multimodal resources. Once we have a means of talking about visuals and how they realize various meanings, we can then start to consider the verbal (written) aspect that may occur in combination with images. Obviously, the various kinds of images in combination with the writing are not placed on the pages at random, but are placed there for various semantic purposes by the authors and graphic designers (Royce, 1999a, 1999b). Language teachers need to *unpack* just what these meanings are and how both visual and written modes can work in combination.

One of the first ways to do this is to consider the various visual forms of representation and to clarify the kinds of meanings they are encoding. By adopting a questioning approach, almost any image type can be analyzed in terms of what it presents, or its subject matter. A visual can also be considered in terms of who it is being presented to (the expected target audience), how the audience is being addressed (asked questions, given information, etc.), and whether there are relations of power or inclusion/exclusion being expressed. A visual can also be considered in terms of how it is presenting its messages, or in terms of its composition or layout (Halliday & Hasan, 1976; O'Toole, 1994; Royce, 2000, in press). The important questions addressed in this workshop will focus on visuals in terms of the following questions, which focus on the subject matter of the visual:

1. *Identification*: who or what are the represented participants (actors, living or non-living), or who or what is in the visual frame?
2. *Activity*: what is happening, or what action is taking place between the actor(s) and the recipient(s) or object(s) of that action?
3. *Circumstances*: what are the elements that are concerned with the setting, are about participants not involved with the action, or are concerned with elements used by the actors?
4. *Attributes*: what are the qualities and characteristics of the participants?

The kind of approach adopted in our JALT 2002 workshop can do two things for the participants. First, it can provide a metalanguage for describing just what meanings are being visually represented. Second, this metalanguage can then be used by teachers to develop activities to help students extract just what the visuals are trying to *say* to them, to perhaps relate these visual messages to any accompanying written text, and to then use them to contribute to developing students' overall multiliteracy skills. Some of the most important areas here may involve their reading development, as in the enhancement of their reading readiness skills, an increase in and consolidation of vocabulary knowledge, and the improvement of comprehension with narrative genres (thus improving students' understanding of a plot). The students' writing development can be enhanced (especially in the area of narrative writing), as well as their speaking and listening skills (ample opportunities can be provided for students to converse with the teacher and peers). This approach can also be used for evaluating speaking skills in an assessment context. So, one of the central outcomes for this workshop will be for participants, as a result of the activities, to discover how a single image, even in isolation from any accompanying verbal text, can be a rich source of meanings which can be used for educational purposes.

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Collaborating with Learners In and Out of the Classroom

Michael Rost, *Pearson Education Japan*

As with many language teachers, it took me a long time to make sense of the concepts of learning strategies and learning styles, and to understand the direct impact of these concepts on my teaching. At first, I thought of these ideas as relevant only to researchers interested in describing language acquisition and not to teachers who have the daily concerns of planning classes, motivating and interacting with their students. In graduate school, I was required to read and analyze the "good learner studies" (e.g. Rubin, 1975). Try as I might, I didn't really appreciate how knowing "what successful learners do" would directly help me in *my* teaching since I believed that good learners would result from good teaching: *my* lesson planning, *my* activities, *my* teaching skill. I wanted to learn how to be a better teacher, not just a better observer.

A quantum leap in my thinking occurred when I encountered the idea of "collaboration" in language teaching. This seemed to encompass the concepts of learning styles and strategies in that collaboration suggested *a two-way exchange* between me and my students. For the first time, it made sense to me to begin combining the themes from the early cooperative learning research in L1 education (e.g. Kagan, 1985; Slavin, 1980) with the themes of the learning strategy research in L2 education (e.g. Dickinson, 1987; Benson & Voller, 1997).

The L1 research, based on classroom observations and reports from participants, consistently showed that increasing the involvement of learners (in interactions with each other, in controlling and evaluating learning activities) enhanced not only student academic achievement, but also developed better

言語教育における協同(collaboration)という概念には、2つの教授場面が考えられる。1つは、教室内外での学習機会や学習向上の方法について教師と学習者が話をするときであり、もう1つは、教室内外の学習タスクで学習者同士が協同作業するときである。本論では、協同を実施するためのアプローチを4つ概略し、実施する際の様々な障害にも言及する。協同を増やす事は学習者自律や学習者の動機づけを高め、教師がより効果的に、より楽しみを持って教えることを可能にすると論じている。

long-term learning *attitudes and relationships* with other students. (In these L1 contexts, the relationships were often among students of different cultural and ethnic backgrounds.) Much of the L2 research on learning strategies, which has become inexorably linked to the notion of autonomous learning, consistently reported that self-directed activities (such as use of computer labs or self-access reader centers), in addition to classroom studies, nearly always lead to faster gains in proficiency and marked increases in *self-confidence* and *motivation*. Although these were not surprising findings, these pleasant by-products alone seemed very powerful supports for employing the idea of "collaboration" in language learning. The decisive factor for me in wanting to incorporate collaboration into my own teaching was, however, that one of the consistent benefits of this approach is *teacher* satisfaction. Nothing like a formula for preventing burnout to increase a language teacher's interest in a different approach!

So this much seems obvious: If there is evidence that increasing student-teacher collaboration leads to greater learner achievement and teacher satisfaction, it makes sense to look at potent ways of incorporating collaboration into our teaching. We need to understand and to influence the ways that our students learn both in class and outside of class. Effective collaboration with students then involves both "inner" and "outer" aspects: (a) ways in which teachers and students make decisions about what to do *inside* the classroom, and (b) ways in which the teacher and students communicate about what the students can and will do *outside* of the classroom to promote their own learning.

There are three fundamental approaches to implementing—or even just experimenting with—this kind of collaboration:

1. Resource-based approaches: Learners are presented with options for utilizing pre-selected materials (such as graded readers and videotapes of television shows) and technologies (such as computers and video players), and take responsibility for completing some assignments outside of class meeting time. The most effective resource-based approaches involve pre-selection of high interest, relevant materials, and preparation of motivating tasks for each set of materials. Also the most successful approaches involve some conscious integration of out-of-class learning with in-class learning (Benson, 2001).
2. Learner-based approaches: Learners are presented with ongoing, direct instruction in learning strategies (choices for approaching learning tasks) and communication strategies (choices for interacting with people in the target language), and are asked to identify the strategies that seem to work best for them. In this approach, learners are expected to see how strategy use influences their learning inside the classroom (e.g. by monitoring how many questions they ask during an activity) and outside the classroom (e.g. by choosing between two accompanying tasks on a home-study assignment). The most successful approaches typically involve keeping of learning journals (with some ongoing teacher feedback on the content). Another predictor of success in this approach is the students having access to audio or video of themselves in classroom activities, so that they can review what they have done in particular tasks (Cotteral, 1999).
3. Curriculum-based approaches: Learners are given a great deal of control over the processes in the classroom, such as through a dominant use of group projects (e.g. student pairs research related topics, such as a favorite childhood story or game, and prepare an original 15-minute slide presentation) and surveys outside of class. This kind of approach entails the learners taking more responsibility for the class content (while the teacher guides language development), and performing most of the activities during class time with the teacher assuming a facilitator-feedback provider role (Gardner & Miller, 1999).

These are just the basic frameworks for including collaboration into our teaching. We can choose and combine as best fits our situation and comfort-level. As with any change in our teaching practice, it's important to remember that the purpose of collaboration is not simply for the sake of form or fashion—that is, not simply because collaborative learning looks better or feels more modern. The purpose is to create the optimal conditions for learning. Of course, as teachers, once we do establish the best conditions, we still have to utilize our knowledge of the target language and language acquisition processes, and our skills in selection of materials, task design and feedback in order to be truly effective teachers. But a lot of our success *does* depend on creating the right conditions for learning.

The *downside* to attempting to use collaboration is that there are several obstacles, any one of which can break our will to continue. First is the culture factor. Having worked in classrooms from Togo to Thailand, I know there are cultural obstacles to promoting collaborative learning in virtually any context. It always seems easier to go along with the dominant cultural style of education, which nearly always translates to some form of teacher-led instruction, emphasizing the *teacher's responsibilities* for impressing, entertaining, inspiring, illuminating, and supervising students. We almost always have to find some way to adjust our expectations about how much can be achieved, how fast, and how much support we need to offer students as they try new ways of learning. Even as we address cultural obstacles, we will encounter other practical impediments: difficulties in identifying out-of-class language learning opportunities in EFL settings, difficulties in providing focused feedback to students on how well they are succeeding in out-of-class endeavors, difficulties in linking out-of-class learning with in-class learning. Though any of these impediments can frustrate us, when we are aware of the likely obstacles in advance, we have a better chance of dealing with them.

The *upside* to attempting to use collaboration is that we can find numerous success stories to motivate us to keep trying. In Japan, I have worked with both native and nonnative speaker English teachers who report amazing successes with collaborative learning ideas: project-based curriculums, self-access media centers, online chat rooms, live chat rooms, English telephone study groups, hobby clubs, learning journals, student-published newsletters, and hybrid internet/classroom courses. Indeed, it is through working with teachers like these that I begin to understand the possibilities and the promises of collaborative learning.

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Michael Rost has been actively involved in English language teaching and teacher training for over 20 years, first with the Peace Corps in West Africa. Formerly director of the intensive English program and a faculty member with the M.Ed. TESOL program at TUJ Japan, he now teaches part-time at the University of California, Berkeley and works on language learning materials. Author of several books and articles on applied linguistics and language teaching, his most current academic work is *Teaching and Researching Listening* (Longman, 2002). Mike is also active in the development of language teaching materials, both as an author and a series editor. He is principal author of the new *Longman English Online* and *English Express*, and is series editor of the *Contemporary Topics*, the *Impact* series (including *Impact Listening, Impact Issues*, and *Impact Values*), and the popular *English Firsthand* series. Dr. Rost's work focuses on instructional design, integrating language acquisition and learning principles with solutions to practical classroom problems.

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Combining Multimedia and Classroom Activities

Lance Knowles, *Dyned*

The relationship between multimedia, e-learning, and traditional, classroom-based language education continues to evolve. Teachers and administrators, in many cases not familiar with technology, are faced with a rapidly changing teaching environment for which their previous training has not prepared them. Setting realistic expectations and selecting the most suitable multimedia courses to meet those expectations is certainly a major challenge.

As an illustration of the problems teachers frequently encounter when trying to decide which program to use, let's examine three often-asked questions:

1. How many hours does it take for a student to make measurable progress?
2. How many hours does it take for a student to complete a multimedia course?
3. Is multimedia effective?

In fact, these questions are anything but straightforward. The questions themselves often say more about the inexperience and unrealistic expectations of those asking them than anything else, unless of course there is an expectation that the answers won't be simple.

Before addressing them, it's important to know what assumptions about language learning are at the core of a program. In our case, for example, we assume that language learning involves skill acquisition. As such, it involves many variables. To one of our business partners in India, when asked by them to make predictions about language learning success in a proposed 60-hour intensive course, we made the point that the manufacturing of machine parts (which is their core business) is much simpler to predict and quantify than running a language training program and predicting individual student outcomes, especially for short courses.

For expectations and results to be realistic, it was essential to point out that the business model for a language-training program must be different from the business model they are used to because the end-products (people with increased English language skills) are fundamentally different than machine parts.

Machine parts have definite, easily measured dimensions, whereas differences among learners, their teachers, and the environment outside the classroom are vast. The predicted outcome for an individual student will therefore have wide variability. Experienced teachers know this. They see it in their students term after term. Business people, however, are often uncomfortable with this variability and seek ways to remove it, for example, by trying to minimize the classroom and teacher components. Hence their frustration with education: It continues to defy their wishes for simplicity and quick solutions.

Human beings, of course, are anything but simple. Look at the differences in how students learn to play a musical instrument. One student will take a month to learn an etude. Another student will finish it in a week. It's the same piece, but it takes a different amount of time to finish. And once the piece is finished, good students will continue to review it until they can play it with ease. Such is the nature of skill acquisition.

What we can say is that the acquisition of a skill requires practice and that an appropriate learning path will make that practice more effective. The frequency and quality of the practice is crucial, as well as individual aptitude and motivation, which can be greatly enhanced by the group dynamics of a class and the coaching of a caring, thoughtful teacher.

Another key element is the design of the training program itself, and whether there is a developmental sequence in the program that works in concert with how the brain acquires the skill. A well-designed program should consider, for example, which elements of the language are primarily rule-based, which elements involve memorization, and the nature of short-term

E-learningと教室での学習は相反するものではない。それどころか、マルチメディアと教室活動はお互いにサポートしあっている。このような混合アプローチの方が支持されつつある。E-learningとマルチメディアは頻繁で効果的な言語練習の手段であり、教室は、教室外では不可能な拡大活動や個人化活動を通して言語を学習者に移す大切な役割を果たしている。

memory and learning styles, which vary from student to student.

The answer to Question 1, therefore, is: "It depends."

The total number of hours required to make the desired gain in language proficiency varies from student to student. In addition, a group of students who study once or twice a week for an hour or two will require many more hours to attain the same degree of proficiency gain as a group of similar students who study for four or five hours a week in appropriately spaced intervals. Frequency of study and quality of study are significant variables in reducing the total study time required to move from one level to another.

In general, however, a period of at least one hundred hours of study seems to be the minimum time required to show appreciable, measurable gains in most measures of language proficiency. For students at a higher language level, the time requirements are even greater as experience in total immersion programs has shown. Even a two-hundred hour course, four to six hours per day, may show only minimal gains in proficiency for some intermediate level students often because of the nature of proficiency tests and the statistical errors inherent within. If this is true, what sense does it make to use "proficiency" tests such as the TOEIC to evaluate individual student progress in a fifty-hour course?

For a large enough sample, proficiency test results may show average gains that can be useful for course administrators since individual errors will largely cancel out, but individual results invariably suffer from the conflict between the amount of real gain and the error in the test itself. What is not in doubt is that a student who makes substantial progress (as seen by teachers and in class performance) in a short program may show little or no gain in their test score. So-called "proficiency test" results, therefore, need to be handled in a responsible manner.

In most programs, the most appropriate tests will be those that measure how well the material within the program has been learned. Success with a series of these "achievement" or "mastery" tests may or may not translate into proficiency gains over a long period of time. This will depend on how well the syllabus has been designed and implemented, and whether the goal has been to build proficiency or something else, such as to pass an entrance examination.

As for Question 2—"How many hours does it take for a student to complete a multimedia course?"—many of the same factors apply as for Question 1. In addition, we must also consider what other materials or activities (classroom or other) are used in conjunction with the course being assessed. For example, two courses used in parallel may result in considerable timesavings and efficiency because each course may contribute valuable elements to the other. For example, unless the teaching sequences are exactly the same, students may benefit because each course introduces and reviews key points in the syllabus at slightly different times, and therefore cuts down on the amount of time required for these kinds of activities if each course were used alone. In this way, 1 + 1 = 3.

To cite an example of two courses that work well together, consider the classic story-based course, *The Lost Secret*. Used in parallel with a conceptually based course like *New Dynamic English*, students benefit by both the variety and contrast in the materials themselves and the fact that the syllabus in each course complements the other. The key verb structures, for example, follow an almost identical path, though in different contexts, which adds both interest and exposure time.

So again, the answer to Question 2 is: "It depends." A well-designed course may take anywhere from 60 to 100 hours to complete—not the clear answer a salesperson would want to put in an advertisement. On this point, the language teaching profession must decide whether it prefers to have simple, on-the-box answers or honest answers that require some degree of experience and judgement to appreciate the complexities we face in language education.

The third question is an especially interesting one since if we were to rephrase it as "Are textbooks effective?" it becomes clear just how absurd the question is. Just as some textbooks are well designed and effective, others are a jumble of phrases, idioms and poorly designed dialogs that give students very little except frustration. We cannot, therefore, lump all textbooks into the same category. Differences matter.

Despite this, there are articles and studies that explore the broad category of multimedia effectiveness. Though many of them conclude in favor of multimedia courses, including some of the courses I have designed, the design of and small numbers involved in the studies mean that the results have potentially large errors which can easily mislead or even result in wrong conclusions. To require such questionable data when evaluating a set of materials, therefore, may not be any more effective than looking at the material, and having well qualified, experienced instructors judge whether or not they think it makes sense. The real test doesn't come until the teachers begin to use the program and are provided with the training and support necessary to ensure that the program can work the way it was designed. This takes time—something that nobody wants to hear.

In the training programs that I have run, we look at the variables mentioned above, such as frequency

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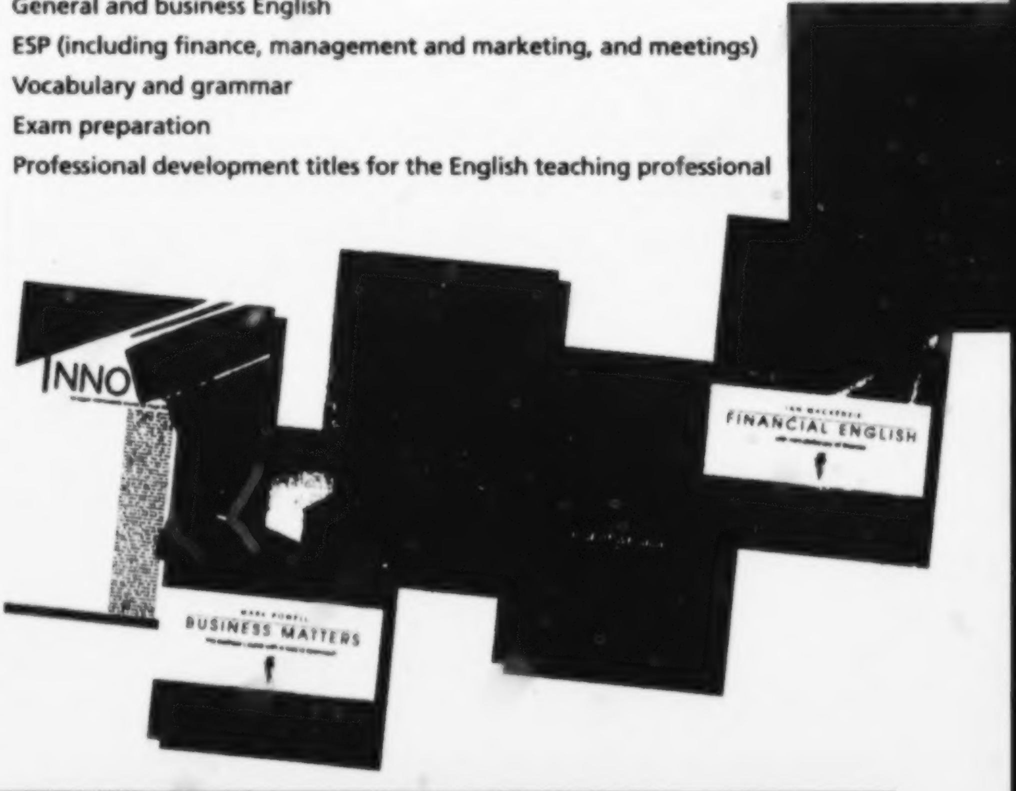

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Contents

A Wave from the Past to "Waves of the Future"•4
JALT2002 Key Point Guide•5
JALT2002 Main Speakers•6
Featured Speakers JALT2002•6
The Four Corners Tour •11
Job Information Center•11
Call for Papers•12
Oxford Debate and Classics Party•15
JALT Junior 2002•15
Getting to Shizuoka•16
Registration Information•17
JALT2002 Hotel & Travel Information•20
How to Apply•21
Hotel Application Form•22
Pre-Registration Form•23

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A Wave from the Past to "Waves of the Future"

I'm writing this at the end of March for publication in July for a conference in November. As such, this can only be a wave of the hand, saying "come on over." Because, though the JALT2002 conference will not be as massive as previous conferences, it will be bringing some very unique perspectives and ideas.

When we chose "Waves of the Future," we didn't have any particular points in mind. However, with the people who will be coming to the conference, some important "waves" have emerged and I believe that everyone who attends the conference will find themselves dealing with ideas that will hold our attention for the foreseeable future.

Our two main speakers are William Grabe and Jane Willis. William Grabe has a deserved reputation as one of the most important researchers in second language reading and as language education is shifted to younger ages, understanding the process of reading will become more and more important for those in secondary and tertiary education. Jane Willis is one of those people who always seems to be in the right place at the right time, and this conference is no exception. Jane's earlier work in task based learning has been an inspiration for many, and Jane has turned to teacher training for primary school teachers, a field that continues to grow in leaps and bounds.

The 8 featured speaker workshops cover a wide range of topics and feature, from the big picture view (Henry Widdowson's "Creativity and Conformity in English Teaching," sponsored by Oxford University Press) to the nuts and bolts (Kristofer Bayne's "Written Instructions in ELT Materials," sponsored by Aston University and Rob Waring's "Principles and Practice in Vocabulary Instruction," sponsored by Oxford University Press), from dealing with children (Curtis Kelly's "Theories and Principles of Teaching Children," sponsored by Cambridge University Press) to dealing with adults (Terry Royce's "Developing Visual Literacy for the 21st Century," sponsored by Teachers College Columbia University), from preparing teachers (Kathleen Graves' "Developing a reflective practice through disciplined collaboration" co-sponsored by Thomson Learning and the School for International Training) and students (Michael Rost's "Collaborating: Learning Outside of Class" sponsored by Pearson Education Japan) to dealing with cutting edge technology (Lance Knowles' "Combining Multimedia and classroom activities," sponsored by Dyned Japan), and I urge you to sign up early, because I think that the places will disappear fast!

A number of other things are being planned, making this conference an exciting one to plan. I look forward to seeing you there.

Joseph Tomei
Conference Program Chair

私達が 'Waves of the Future'というテーマを選んだ時、実のところ、具体的な考えをもっていたわけではありませんでした。しかし、今大会に出席することとなっている研究者たちはとても重要な「波(waves)」をもたらすことでしょう。そして、この大会に参加する皆さんは、これから近い将来、特に重要になってくる考え方に触れていることを実感してもらえると確信しています。

今大会は２名の講師、William Grabe 氏と Jane Willis氏を迎えています。William Grabe 氏は御存じのとおり、第二言語読解に関する研究の第一人者です。外国語教育開始が、より低年齢へと変化している今、第二、第三言語教育に携る方々には、読解のプロセスを理解することはより重要になってきています。 Jane Willis 氏もまた言語教育の潮流の常に先端をいっている研究者といえるでしょう。彼女の課題に基づく学習の研究に影響をうけた人も少なくないでしょう。今回、彼女は日本でこれから飛躍的に拡大していくはずの小学校語学教員の養成という分野について講演していただきます。

ワークショップの８人の講師の皆さんは様々なトピックを網羅しています。 外国語教育の全体像実践的側面 (Kristofer Bayne's "Written Instructions in ELT Materials" Aston University 提供(Rob Waring's "Principles and practice in vocabulary instruction," Oxford University Press提供)子供を対象とする外国語教育Curtis Kelly's "Theories and principles of teaching children," Cambridge University Press 提供)大人を対象とする外国語教育(Terry Royce's "Developing Visual Literacy for the 21st Century," Teachers College Columbia University 提供) 教員の授業研究(Kathleen Graves' "Developing a reflective practice through disciplined collaboration" Thomson Learning and the School for International Training の共同提供) 学生の学習方法(Michael Rost's "Collaborating: Learning Outside of Class" Pearson Education Japan提供)
外国語教育と先端技術Lance Knowles' "Combining Multimedia and classroom activities," Dyned Japan 提供)
会場の広さを十分にとれるよう、参加申し込みは、どうぞお早めにお願いします。

他にもまだまだ色々な企画が進行中で、この大会の計画に携る者として、とても楽しく仕事をしています。大会で皆さんにあえるのを楽しみにしています。

トウメイ・ジョセフ

JALT2002 Key Point Guide

Friday, November 22, 2002
On-Site Registration: 5:00 to 7:00 p.m.

1:00-4:00 Afternoon Workshops

A) Terry Royce, Teachers College Columbia University
Developing Visual Literacy for the 21st Century
B) Rob Waring, Oxford University Press
Principles and Practice in Vocabulary Instruction
C) Kristofer Bayne, Aston University
Written Instructions in ELT Materials
D) Henry Widdowson, Oxford University Press
Creativity and Conformity in English Teaching

5:00-8:00 Evening Workshops

E) Michael Rost, Pearson Education Japan
Collaborating: Learning Outside of Class
F) Lance Knowles, DynEd Japan
Combining Multimedia and Classroom Activities
G) Curtis Kelly, Cambridge University Press
Theories and Principles of Teaching Children
H) Kathleen Graves, Thomson Learning & School for International Training
Developing a Reflective Practice Through Disciplined Collaboration

Saturday, November 23, 2002
On-Site Registration: 9:15 to 5:00 p.m.

10:00 a.m.	*Programs start, Educational Materials Exposition opens* *Plenary - William Grabe, Northern Arizona University*
6:00 p.m.	*Educational Materials Exposition closes*
6:15-7:15	*Oxford Debate* sponsored by Towry Law International and Oxford University Press
7:20-8:30	*Classics Party* sponsored by Towry Law International and Oxford University Press

Sunday, November 24, 2002
On-site Registration: 9:15-12:00

10:00 a.m.	*Programs start, Educational Materials Exposition opens* *Plenary - Jane Willis, Aston University* *Executive Board Meeting* *Ordinary General Meeting JALT*
2:00 a.m.	*Educational Materials Exposition closes*
4:30 a.m.	*Conference closes*

A schedule of the conference can be found at the following website
http://www.jalt.org/jalt2002

JALT2002 Main Speakers

Jane Willis

One would be hard pressed to find an area of ESL where Jane has not been involved. Beginning with teaching in Ghana as a volunteer in the VSO, she has alternated spells of teaching in Greece, Iran, and Singapore with stints at British universities. Her MA was on language classroom interaction and her work continues to be based on a keen awareness and understanding of the nature of classroom interaction and discourse. She and her husband Dave Willis have co-authored a number of books and she notes "Although we both work in very much the same field, we are still on speaking terms!" She was one of the first to use the COBUILD corpus to design classroom materials, she has been a leading light in the promulgation of task-based learning, she works half-time at Aston University on their successful distance program (another wave of the future), and she now turns to the teaching of English in primary schools with the co-authored (with Mary Slattery) publication of *English for Primary Teachers* (Oxford). It is a great privilege to welcome her to JALT2002.

William Grabe

William is another person who got his start with teaching overseas (in Morocco as a Peace Corps volunteer). He is an acknowledged expert on L2 reading, and his other research interests include writing, literacy, discourse analysis, content-based instruction, and language policy. He has just finished ten years as Editor-in-Chief of the *Annual Review of Applied Linguistics* (Cambridge University Press, 1991-2000). Not content to take a break, he is the current President of the American Association for Applied Linguistics (2001-2002). He is currently Professor of English and Chair of the English Department at Northern Arizona University. One of his latest publications, a chapter appearing in *The Oxford Handbook of Applied Linguistics* entitled "An Emerging Discipline for the 21st Century," is particularly appropriate to the theme of this conference. We are fortunate to have him with us for JALT2002.

Featured Speakers JALT2002

A) Developing Visual Literacy for the 21st Century

Terry Royce

Teachers College Columbia University

Is there a need to include visual literacy as one of the aims of learner language development? If so, what can we as teachers do to develop our visual literacy skills so that we can help our students to extract the multiple messages of the new forms of media? The participants in this workshop are shown some ideas on how to extract visual meaning through "questioning" and have opportunities to examine actual Monbukagakusho textbooks and examples of web pages in terms of these "questions." The focus is on practical teaching ideas to try the next day. Participants are requested to bring examples of class textbooks.

Terry Royce is Program Director at the Tokyo campus of the Teachers College Columbia University MA in TESOL Program. His research interests include the analysis of the semantic relationships between visual and verbal modes of communication and their application to the classroom, discourse and cohesion analysis across disciplines (specifically scientific and economics discourse), and the application of systemic-functional linguistic theory to discourse varieties and TESOL education.

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10 JALT produces Asia's largest language teaching conference, with scores of publishers displaying the latest materials, hundreds of presentations by leading educators, and thousands of attendees.

11 JALT nurtures a strong contingent of domestic speakers: Marc Helgesen, Kenji Kitao, Chris Gallagher, Ritsuko Nakamura, David Paul, Andrew Barfield, Tim Murphey, David Martin, and many others.

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14 Easy access to more information, application procedures, and the contact number of the Chapter nearest you.

Visit the JALT web site at <www.jalt.org>, where you can learn more about JALT, its publications, conferences and other services. More importantly, learn how to link up with some of the most dynamic professionals in all of Japan.

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静岡グランシップ国際会議場、静岡市

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B) Principles and Practice in Vocabulary Instruction
Rob Waring
Oxford University Press

This workshop first looks at relevant research in vocabulary acquisition as background to the introduction of underlying principles for teachers concerned with vocabulary instruction and learning. Focus then turns to how vocabulary is most often dealt with in classes and in textbooks. Finally, the workshop focuses on suggested types of vocabulary exercises that aim to meet the principles of vocabulary instruction and learning.

Rob Waring is Associate Professor of English at Notre Dame Seishin University in Okayama. His research interests include vocabulary acquisition and extensive eeading. He has authored numerous teaching guides and online resource materials for Oxford University Press.

C) Creativity And Conformity In English Teaching
Henry Widdowson
Oxford University Press

The learning of English is thought to be a matter of the learner conforming to norms of correctness as represented by the input of teachers and textbooks. Learners, however, tend to be non-conformist in their uses of language and these "erroneous" or "deviant" uses have been taken as evidence of interlanguage development. But these abnormal uses can also be considered as expressions of natural creativity.

In this workshop, we explore this idea by proposing certain activities with literary texts for participants to engage in. What these activities are expected to show is the extent to which literature and language teaching can be interrelated, and the necessary relationship between creativity and control in the learning of language.

Henry Widdowson is Professor of English Linguistics at the Institut für Anglistik und Amerikanistik at the University of Vienna. His publications include *Practical Stylistics*, *Aspects of Language Teaching*, and *Teaching Language as Communications*, all published by Oxford University Press. Professor Widdowson sits on the Board of Management of the *ELT Journal* and he is the general editor of the *Oxford Introductions to Language Study*.

D) Workshop: Written Instruction in ELT Materials
Kristofer Bayne
Aston University

This workshop examines how rubrics, or written instructions, are treated by the participants in using textbooks and printed materials. As teachers or coordinators selecting texts we carefully scrutinize the tasks and accompanying materials; however the role that the written instructions plays in the classroom is perhaps undervalued or even overlooked. After a general introduction, the workshop follows the progression of written instructions from materials writer and publisher to teachers and to learners. Participants in the workshop are encouraged to bring into play their experience through a variety of group activities.

Kris Bayne has worked predominantly in the vocational school system. For more than ten years he was a curriculum developer/coordinator and materials writer for a number of content-based social studies and global awareness subjects, among them world geography, religion, and the environment. He has presented and written on the development of content subjects for lower language proficiency learners. He is currently an instructor in the English Language Program at International Christian University.

E) Collaborating: Learning Outside of Class
Michael Rost
Pearson Education Japan

Working with students to develop outside-class learning opportunities, especially in EFL settings, has become an important part of language teaching. Most attempts at implementing outside learning fail, due to four prevalent obstacles: (1) difficulties of the teacher in identifying and maintaining viable opportunities, (2) motivating students to use opportunities for out-of-class learning, (3) inability of teachers to provide feedback to students on their successes and failures, and to redirect them, and (4) linking out-of-class learning to in-class learning.

In this workshop, we employ the concept of "collaboration" to address these various obstacles and increase our chances of implementing successful outside-class learning with our students. We examine five approaches: resource-based approaches, social approaches, technology-based approaches, learner-based approaches, and classroom approaches. Participants leave with practical resources and workable ideas for enhancing the learning of their students.

Michael Rost has been involved in English language teaching and teacher training for over 20 years, first with the Peace Corps in West Africa. He now teaches at the University of California, Berkeley and works on language learning materials. Author of several books and articles on applied linguistics and language teaching, his most recent academic work is *Teaching and Researching Listening* (Longman, 2002). He is principal author of the new *Longman English Online* and *English Express*, and is series editor of the *Contemporary Topics*, the *Impact Series* (including *Impact Listening, Impact Issues*, and *Impact Values*), and the *English Firsthand* series.

F) Combining Multimedia and Classroom Activities
Lance Knowles
Dyned

This workshop focuses on the kind of relationship between multimedia lessons and classroom activities that is revolutionizing language teaching around the world. Several different types of multimedia lessons are demonstrated, and workshop participants work together to design classroom activities that can take language learning to a new level. In particular, activities can be designed that are effective and motivating for multi-level groups of students who learn at different rates and follow different paths.

In the second part of the workshop, we examine the concept of learning paths and show how varying the sequence of activities can increase the effectiveness of language programs. Sample learning paths are presented for analysis and discussion.

Participants who have laptop computers are urged to bring them.

Lance Knowles is among the world's experts on the development and use of multimedia ELT courseware. He has led the design of more than ten multimedia courses, including the first interactive language learning program on CD-ROM in 1987, and the award-winning course, *New Dynamic English*. He has led teacher-training seminars on multimedia for more than ten years.

G) Theories and Principles of Teaching Children
Curtis Kelly
Cambridge University Press

The Monbukagakusho's efforts to implement English instruction in Japan's elementary schools have left elementary school teachers in a quandary. The presenter, doing needs' assessment research on the perceived and predicted training needs of Japanese elementary school English teachers, is well versed in the literature. After discussing the Monbukagakusho imperative, his research findings, and the problems that have arisen in Korea and Taiwan from similar policies, he combines theoretical knowledge with the experiential knowledge of the participants to work out a list of principles for teaching English to Japanese children.

Curtis Kelly, a 20-year resident of Japan, is the author of *Significant Scribbles, Basics in Writing, The Snoop Detective Conversation Book*, and Cambridge's new *Writing from Within*, a composition textbook. He is a professor of English at Heian Women's University. He is researching the training needs of elementary school English teachers and how to use the Web to satisfy these needs.

H) Developing a Reflective Practice Through Disciplined Collaboration

Kathleen Graves
Thomson Learning and the School for International Training

In this workshop participants learn about an approach to reflective practice that requires disciplined collaboration. Participants identify an area of their practice that they wish to explore. They then have two opportunities to work with other participants to explore the area through a process of description and interpretation that can help them identify possible steps to improve their practice. Finally, they identify ways to continue to use the approach beyond the workshop.

Kathleen Graves is Associate Professor at the School for International Training in Brattleboro, Vermont. She has taught English in Taiwan, Japan, the US, and Brazil. She has worked with teachers and teacher educators in Brazil, Mexico, the US, Taiwan, South Africa, and Pakistan in the areas of developing a reflective practice, curriculum and materials development, observation and supervision, and developing teacher education courses.

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The Four Corners Tour

Imagine you could bring a small part of the conference right to your own backyard for a private sneak preview. Thanks to the generous support of the British Council, you can.

Once again this year, JALT is proud to be able to present the Four Corners Tour, in which some of the special guest speakers invited from abroad for the national conference will first visit several of the local chapters on their way to the main event. This year's tour is scheduled to begin on Saturday, November 16. Our featured speakers will be Jane Willis and William Grabe.

Jane Willis is a Teaching Fellow in the Language Studies Unit in the School of Languages and European Studies at Aston University, Birmingham (UK). She has worked as a teacher and teacher trainer in Europe, Africa, the Middle East, and Southeast Asia and done ELT and teacher training consultancies in India, China, South America, and Europe. She has written numerous articles about ELT, and her two latest books–*A Framework for Task-Based Learning* (1996, Longman) and *English for Primary Teachers*, a handbook of activities and classroom language, co-authored by Mary Slattery (2001, OUP)–have both won major prizes. She lives in the English Lake District, where she enjoys walking and cycling with her husband Dave.

Jane's program includes the following:
Topic 1: "Lexical Phrases: A Link Between Grammar and Vocabulary" (Seminar OR Workshop)
Topic 2: "Cat's Feat: From Practice to Principle in Task Design and Task-Based Learning" (Interactive seminar)
Topic 3: "Story-Telling Activities in the Young Learner Classroom" (Workshop)

William Grabe is Professor of English and Chair of the English Department at Northern Arizona University. He is interested in research on issues in L2 reading, writing, and literacy. He is also interested in written discourse analysis, content-based language instruction (CBI), teacher development, and the disciplinary nature of applied linguistics.

Bill's program includes the following:
Topic 1: L2 Literacy
Topic 2: Content-Based Instruction
Topic 3: Discourse Analysis
Topic 4: Teacher Development

Don't miss this golden opportunity to interact in a small group setting with an internationally renowned scholar! For more information on either of the speakers or their presentations or on the exact places and dates of the tour, please visit the JALT conference website at <http://jalt.org.jalt2002/> and follow the appropriate links. If you would be interested in hosting a speaker, you can contact this year's coordinator, Paul Lyddon, at <palyddon@hotmail.com>. See you on the road to Shizuoka!

Job Information Center

This service enables teachers and prospective employers to meet one another in a relaxed, professional atmosphere. A wide range of job opportunities for teachers are posted on the JIC Bulletin Boards. Employers have a chance to select from a large number of highly qualified candidates and can interview them on site. Register as early as possible so that interviews can be arranged. Applicants are requested to supply one resumé for every position they are interested in.

Call for Papers
JALT2002 Conference Proceedings

Introduction

As a non-commercial presenter who has been accepted for JALT2002, you are cordially invited to submit an article based on your presentation for possible publication in the JALT2002 Proceedings. The Proceedings are the official JALT post-conference publication of conference presentations. Just as your presentation was vetted by your peers for the conference, your article(s) will also be subject to peer review. Publication in the JALT2002 Proceedings counts: it is a refereed publication, and the Proceedings act as an important reference point for foreign language teaching in Japan, and beyond. We would therefore like to encourage you to submit an article. To do so, please make sure that you follow these guidelines carefully. Articles may be in English or Japanese. If you wish to submit material in other languages, please contact the editor.

We urge all prospective JALT2002 presenters to begin working on their articles NOW, so that they will be ready to make contributions to the Proceedings immediately following the conference.

Also worth considering is this: the process of writing your presentation-based article will inevitably concentrate your thoughts on your presentation. This in turn will contribute to a more well-developed and organized presentation. Much of what you write will be directly applicable to what you do and say when in front of your colleagues. Good luck, good presenting, and good writing!

Deadlines

All articles must be received by December 15, 2002 (Colloquia, Demonstrations, Papers, Poster Sessions, and Workshops, Exchanges, Guided Discussions, Forums, Plenary Sessions, and Swapshops).

Conditions for Inclusion in the JALT2002 Proceedings

All non-commercial presenters who participate in the JALT2002 International Conference on Language Teaching/Learning are invited to submit an article derived from their presentation(s) for possible publication in the JALT2002 Conference Proceedings, which will be published after the conference. Only presenters who actually present at the Conference are eligible; the editors will not consider papers based on canceled presentations, nor will they accept articles submitted after the deadlines. Further, the JALT2002 Proceedings will not publish reports of Organizational Meetings. Generally, the editors will not publish articles derived from Commercial Presentations, but such presenters should consult with the editor if they have a question about suitability.

Limitation on number of articles per presenter

Presenters may submit one article individually, and/or one co-authored article. The purpose of this limitation is to enable as many different presenters as possible to contribute to the JALT2002 Conference Proceedings.

Guidelines

Style

JALT uses the Publication Manual of the American Psychological Association, 4th edition. Consult recent issues of JALT Journal, The Language Teacher, TESOL Quarterly, or TESOL Journal for examples of APA documentation and references. Give the page numbers of cited works in both the text and references. Do not use footnotes for references. Footnotes should address only substantive matters and must appear at the end of the article, before the Reference list. Also consult the online TLT Writers' Guide available at http://jalt.org/jalt2001.

Format

All manuscripts must be typed and double-spaced on one side of A4 or 8.5" x 11" paper. 3 cm (1.5") margins should be used, and the letter size (font) should be set so that approximately 250 words fit on a page. (Where possible, Times Roman 12 point should be used as a font.) Diagrams or figures must be camera-ready, on separate pages, and appended to the article.

Author(s)

Authors' names and references that identify the author(s) must appear only on the cover sheet.

Materials to be submitted

(i) Cover sheet with contact name(s)/address, title, running head title (2-5 words, in English for all articles), author name(s) with institutional affiliation, abstract (150 word maximum). (The running head title appears in the top right-hand corner of each page. It is used by the reviewers and editorial team to identify your article.)

(ii) Three copies of the manuscript with the running head title/page number in the upper right-hand corner of every page.

(iii) Disk copy of manuscript (Macintosh/IBM MS-DOS formatted, Rich Text Format only). A disk copy in either of these formats is mandatory. If the editors can't read your file, your manuscript will not be considered for publication. Make sure also that you label your disk clearly with your family name, given name, and the full title of your article.

(iv) At the time of submission, authors must include a translation of the abstract: English articles must have a Japanese translation, Japanese articles must have an English translation. For articles which are written in a language other than English or Japanese, authors must submit an abstract in that other language, together with a translation in English. In all cases, the author is responsible for providing an accurate translation, also on disk.

Deadlines

All articles must be received by December 15, 2002 (Colloquia, Demonstrations, Papers, Poster Sessions, Workshops, Exchanges, Guided Discussions, Forums, Plenary Sessions, and Swapshops).

Completion of Submission

A submission is complete when all materials are received: cover sheet with contact name, three copies of the manuscript, a computer disk (Macintosh/IBM MS-DOS formatted) in Rich Text Format, translated abstract included on the same or on a separate disk. If you submit the translated abstract on a separate disk, please make sure you label it "Abstract Translation" with your family name, given name, and the running title head of your article in English. Incomplete or late submissions will not be considered.

Spacing

All manuscript pages should be doubled-spaced.

Article Types and Word Lengths

Word lengths are set according to the type of presentation that you have been accepted for.

Group 1: Demonstrations and Swapshops

Presentation articles derived from these formats should not exceed 1,200 words. They should be written in a style similar to that used in *The Language Teacher*'s "My Share" or *TESOL Journal*'s "Tips from the Classroom" sections. Such articles are expected to focus primarily on classroom activities, tasks, and exercises.

Group 2: Papers, Exchanges, Guided Discussions, Poster Sessions, and Workshops

Articles derived from these formats should not exceed 2,500 words. Such articles are expected to include a lively combination of classroom practice and theory/research.

Group 3: Colloquia, Forums, and Plenary Sessions

Articles derived from these formats are limited to 3,000 words. Such articles should reflect the presentation proposals accepted by the Conference Programming Committee. In-text citations and references must be made when applicable, according to normal APA style. Writers should consult the summaries of each participating presenter for help in organizing the article. All colloquia and forum presenters should be involved in the writing process, at the very least to comment on the content. In all cases, colloquia and forum articles must be written by one or more of the participating presenters. All presenters must also have their names listed either as co-authors or as participants, for example: by Mary Green & John Smith (Presenters: Mary Green, moderator; John Smith, Bill Black, Patricia Brown, Watanabe Taroh).

Review Procedure

All manuscripts are first reviewed by the editors to ensure that they comply with the Proceedings guidelines. Those subsequently considered for publication are next subject to blind review by two peer reviewers. These reviewers will receive a copy of your manuscript with any identifying names removed. Articles are accepted on the basis of both peer review and the final judgment of the Proceedings Editors. Evaluation will be completed by March 1, 2003.

Notification will follow shortly thereafter.

Layout Requirements

Assuming your manuscript has reached the acceptance stage, and has been through the various edits the editorial team has suggested, you will have to revise the your manuscript in a form suitable for its final submission. Here is how the layout editor needs to receive your article:

1. Start the manuscript with:
Title
Author
Affiliation (use separate lines for each writer)
Abstract (English)
Abstract (Japanese or other languages)

2. Use 12 point Times New Roman throughout, except within tables where smaller font sizes are necessary. Do NOT use graphic fonts (e.g. DingBats) anywhere without consulting the editors first! Remove headers and footers. Footnotes should not be used without prior consultation. Remove all hyperlinks, such as those in email addresses.

3. The whole manuscript should be left justified, including titles, with a ragged right edge – not block paragraphs. Single line-spacing throughout please.

4. Paragraphs following a title should not be indented. Other paragraphs should be indented using ONE tab space. Do NOT use the space key please!

5. Allow one blank line (double return) between new section titles and the preceding paragraph. Main titles should be in bold, subtitles should be in italics. Do not use any of the style settings various word processing software packages offer. Use all plain text.

6. There must be only one space between sentences, NOT a double space!

7. Indicate all ems (long hyphens) with a double hyphen (--).

8. Tables may be left in the document for reference and placing, however we require a text version as a separate file. These should be sent as text with each line of the table on separate lines, and table entries separated by tabs. If table cells are blank, use the correct number of tabs to denote this. If you are unsure about how to do this, please contact the editors.

CAUTION: Do NOT embed Excel or any other data files.

We strongly recommend that you send clearly labeled hard copy of all tables. Our layout editor will use these to compare them with the electronic versions.

9. Graphics may be left in the document for reference, but must also be included as separate files in GIF or JPEG format on disk.

10. Reference lists should be laid out in exactly the form used in *The Language Teacher*. Do not use underlining for titles, use italics and plain text only.

Please consult *The Language Teacher*'s Writers' Guide for your reference. The Proceedings will basically follow this format. The Writers' Guide is available online at <http://jalt.org/jalt2001>.

Advice Regarding Submissions

The Proceedings editors encourage broad participation and a wide range of viewpoints in the articles. However, space limitations make it impossible to accept all articles submitted. Major factors in the selection process include following the guidelines, clarity, and appropriateness for the intended audience. Authors are strongly encouraged to:

•have their articles read by at least two supportive readers. Experience shows that this is a useful way for authors to acquire and maintain a good sense of audience and focus,

•avoid lengthy introductions and extensive bibliographical reviews; references should thus be used to support the smooth development of the text,

•consolidate the main points they wish to make with examples and/or details. They should therefore ask their peer readers to check whether everything is sufficiently clear and elaborated in the text,

•give their articles a clear sense of voice – that is, to write in a direct and personalized style, where their imagined reader is an interested but critically-minded teacher.

Selection

The editors will select a variety of content areas/articles to create a balance in the Proceedings. Because of the time involved in getting the Proceedings out prior to JALT2003, the editors will not be able to suggest revisions; articles submitted must be in a finalized form.

Send submissions to

Joseph Tomei
JALT2002 Proceedings Editorial Team
Kengun 1-chome 24-12-502
Kumamoto 862-0911, JAPAN.
Email: jtomei@kumagaku.ac.jp

All submissions should be received by December 15, 2002.
Confirmation of Receipt of Manuscripts

Authors resident in Japan: For confirmation that your article has been received by the deadline, include an email address or a self-addressed, stamped postcard.

Authors resident outside Japan: For confirmation that your article has been received, include either your email address or a self-addressed postcard and an International Postal Reply coupon to cover return postage.

Submission Checklist
Re-read the above guidelines carefully before writing your article, and upon completion of your article. Make sure you check your submission point by point against all of the guidelines and conditions mentioned above.

We look forward to receiving your article(s), and we thank you in advance for your cooperation. Once again, good luck, good presenting, and good writing!

JALT2002 Proceedings Editorial Team

Oxford Debate and Classics Party

Towry Law International and Oxford University Press are proud to present the main social event of the Conference on the evening of Saturday, 23rd November.

The evening commences at 6:10 p.m. with the Oxford Debate to be held in the Chuo Hall finishing at 7:10 p.m.. The Debate will be presided over by JALT Featured Speaker Prof. Henry Widdowson and feature a panel of well-known linguists focusing on issues of relevance to language teaching.

Towry Law International and Oxford University Press' Classics Party will immediately follow from 7:10 p.m. to 8:30 p.m. in the lobby of the Chuo Hall. The party presents the chance to win grand prizes offered by Towry Law and Oxford while enjoying wine, beer, light refreshments, and entertainment by the "Rising Pints," a lively Irish Band.

Your Conference Badge is your entry ticket to these events. Although on the conference site, this event is being run by Towry Law and Oxford University Press for the enjoyment of conference participants.

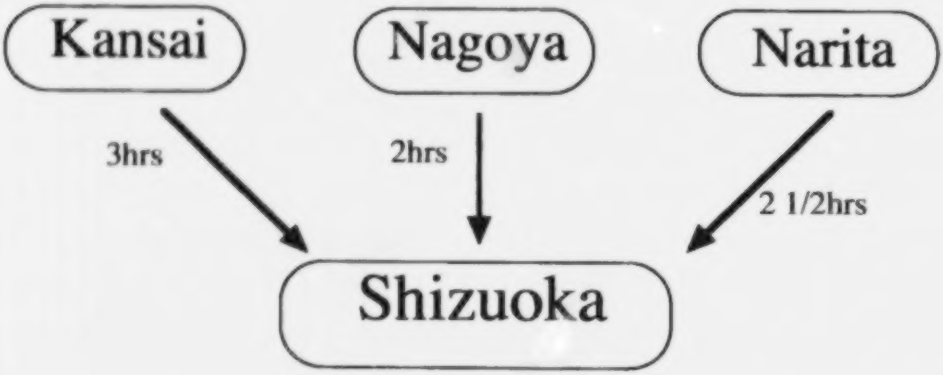
JALT Junior 2002

Following the great success we had at the PAC3/JALT2001 Conference in Kitakyushu, the JALT Teaching Children SIG will host JALT Junior once again on November 23rd and 24th at the JALT2002 Conference held in Shizuoka. JALT Junior is a mini-conference focused on teaching children issues and topics held within the national conference. The two-day event will be filled with almost 30 presentations, which include academic and practical presentations, demonstrations, and workshops, including publisher-sponsored sessions featuring well-known authors of children's material. Added to this will be the Teaching Children Swap Meet, lunch discussions, and teatime chats. Everyone is welcome to join for socializing and exchanging ideas. We are seeking people who are interested in introducing their teaching ideas at the Swap Meet. (Contact Setsuko Toyama at <setsuko@seagreen.ocn.ne.jp>.) Those who wish to only attend JALT Junior are welcome at a reduced fee. This option will allow you to attend JALT Junior and also visit the Educational Materials Exposition. Those attending the main conference may attend JALT Junior at no extra fee. Japanese teachers of children are very welcome to JALT Junior since the event will include sessions in Japanese, and it will be possible to participate in several other sessions with only a basic understanding of English. We look forward to seeing you all in Shizuoka!!

昨年北九州で開催されたPAC3/JALT2001会合での大成功を受け、JALT児童教育部会では、１１月２３・２４日に静岡において開催される年次総会において再びJALT Junior を開催します。JALT Junior は、年次総会の中で開かれる児童指導の分野に焦点をあてた会合です。２日間に渡り、学術的・実用的なプレゼンテーション、デモンストレーション、ワークショップ、そして児童向け教材の著明な著者を迎えての講演等約３０のセッションが予定されております。これらに加え、参加者同士の交流やアイデアの交換を目的としたTeaching Children Swap Meet や昼食をとりながらのディスカッション等もあります。Swap Meet では指導アイデアを紹介してくださる方を募集しております（外山節子<setsuko@seagreen.ocn.ne.jp>までご連絡ください）。JALT Juniorのみへの参加をご希望の方は、本会合への参加費よりも割安の参加費でおこしいただけます（この参加費で教材展示会への入場も可能です）。本会合へ参加される皆様は、そのままJALT Juniorへも参加していただけます。日本語によるセッションも一部あり、基礎的な英語だけで十分参加していただけるワークショップもございますので、英語力を不安に思われる日本人の先生方にも安心して参加していただけます。静岡でお会いできることを楽しみにしております。

Getting to Shizuoka

Situated between eastern and western Japan, Shizuoka is only an hour away from Tokyo and Nagoya, and two hours away from Osaka by Shinkansen (bullet train).



From Narita Airport

Take the Narita Express from Narita Airport to Tokyo Station (1 hour), then take the Shinkansen to Shizuoka station. Not all Hikari Shinkansens stop at Shizuoka, so please check before boarding. It is approximately one hour by Hikari, and 1.5 hours by Kodama. Tickets can be purchased at Narita Airport to Shizuoka (¥8,890). 成田空港から、成田エクスプレスで東京駅へ（所要1時間）、新幹線に乗り換え。静岡に停車する「ひかり」は限られているので時刻表で確認を。「ひかり」で1時間、「こだま」では1時間半。成田空港から8,890円。

From Haneda Airport

Take the Monorail from Haneda Airport to Hamamatsucho station (22 min., ¥470), and then take the JR Yamanote line or Keihin-Tohoku line from Hamamatsucho to Tokyo station (6 min., ¥150). From here, take either a Hikari or Kodama Shinkansen to Shizuoka station (¥6,180).
羽田空港から、浜松町駅まで所要２２分、470円。ＪＲ山手線、または京浜東北線で東京駅へ（所要６分、150円）。東京から新幹線「ひかり」「こだま」、6,180円。

From Tokyo Station

Take Hikari or Kodama Shinkansen to Shizuoka Station. Check before boarding if the Hikari Shinkansen you are taking stops in Shizuoka.
東京駅より「ひかり」または「こだま」。静岡停車の「ひかり」に乗車のこと。

From the west

Go via Shin-Osaka Station by Shinkansen or via Nagoya Airport. From Nagoya Airport, take the airport bus to JR Nagoya station (32 min./¥870), then take the Shinkansen (by Hikari about 1 hour, by Kodama approx. 1.5 hours/¥6,180).
九州、四国方面から、新大阪駅から新幹線、または名古屋空港経由。名古屋空港から、ＪＲ名古屋駅までエアポートバスで所要３２分、870円。名古屋駅から新幹線で「ひかり」で1時間、「こだま」で1時間半、料金、6,180円。

From the north

Go via Tokyo Station or Haneda Airport.
北海道、東北方面から東京駅あるいは、羽田空港由。

From Kansai Airport

Take JR Haruka to Shin-Osaka station (48 min.), then take the Shinkansen Hikari or Kodama to Shizuoka (almost 2 hours by Hikari, about 2 hours 20 minutes by Kodama). A ticket can be purchased at Kansai Airport to Shizuoka (¥12,360). 関西空港よりＪＲ「はるか」で新大阪駅へ（所要４８分）、新大阪駅から「ひかり」（所要２時間）あるいは「こだま」（所要２時間２０分）。関西空港から静岡まで12,360円

How to get to Grandship Shizuoka

Take the Tokaido-Honsen from JR Shizuoka to Higashi-Shizuoka station (3 min./¥140, 1 station away). 静岡からグランシップはＪＲ東海道本線静岡駅から東静岡駅へ1駅（所要3分、140円）。

Registration Information

Conference Registration Fees (per person) 大会参加登録料金

Pre-Registration 事前登録 (Only for the entire conference-2 days of Nov. 23 & 24)

Deadline: Postmarked by Oct.22 締切 10月22日 消印有効

JALT Member 会員 (Current as of Nov.)	¥12,000
Conference Member 一般	¥16,000
Student Discount (pre-registration only)	¥ 8,800
JALT Junior Program	¥ 7,000

On-site Registration 当日登録 (Register on site)

	1 day	2 days
JALT Member 会員	¥10,000	¥14,000
Conference Member 一般	¥13,000	¥18,000
JALT Junior Program	¥ 4,000/day	

Featured Speaker Workshops/each 11月22日（金）のワークショップ（1講座）

JALT Member 会員 (current as of Nov.)	¥4,000
Conference Member 一般	¥5,000

Equipment: OHP ¥2,000 Audio Cassette ¥2,000 Video ¥3,000

*Member rates are available only for JALT members who are current members as of November 2002

If you pay for your membership at the time of registration you can register as a member. You can pay JALT membership and registration fees by VISA or Master Card, however you cannot pay JALT membership only by credit card. Group members should pay their membership fees by postal furikae, not by credit card.

Pre-Registration Deadline Presenter: October 5 (Saturday)
Others: October 22 (Tuesday)

How to Register for JALT2002

Pre-registration is the cheapest and smoothest way to guarantee a good start to JALT2002. Please take advantage of the discounted pre-registration rates and register before October 22, 2002 (October 5 for presenters) deadline. After your pre-registration application is processed, an acknowledgement card will be issued in and after September, which you can exchange for your name tag and conference bag at the conference site. If you have not received an acknowledgement card by November 15, please contact JALT Central Office. On-site registration will take place at the conference site on Friday November 22, 5:00 - 7:00 p.m. and throughout the remaining days of the conference. VISA and Master Card will be accepted at the conference site, too. Members must show their membership card to register on site at the member rate.

Within Japan (Cash or checks are not accepted)

A. By postal *Furikae*

Fill out the attached postal *furikae* form in English or Roman letter and make payment at a post office. Make sure to include your name, mailing address, date(s) of attendance and code(s) of Featured Speaker Workshop(s). Use one form for each person. Contact the JALT Central Office if you require additional forms.

B. By VISA or Master Card

(1) Find the form in this supplement titled Pre-Registration Form for Credit Card Users only (page 23). Use one form for each person.
(2) Fill out the form. Print clearly. Be sure to include your name, mailing address, date(s) of attendance, and code(s) of Featured Speaker Workshop(s).
(3) Make sure that all the information about your credit card is included. We cannot process your application if any of the information is missing.
(4) All payments are in yen.
(5) Payment for JALT membership only cannot be made by credit card.
(6) Mail the form to the JALT Central Office. Fax is not acceptable.

From Overseas

A. By Bank Draft

Fill out the attached postal Furikae form and make payment with a bank draft drawn in Japanese yen made payable to JALT. Be sure to add an additional ¥1,500 per bank draft to the total for the Japanese bank draft handling fee. Send your registration application and payment to the JALT Central Office.

B. By Postal Money Order

Send your registration application and International Postal Money Order in yen to the JALT Central Office. No other currency will be honored. No bank service charge is necessary.

C. By VISA or Master Card
See the instructions above: Within Japan B

Make your life simple --- Please pre-resister. If you can't, please bring your membership card (even if it is expired) with you to the conference to help make check-in faster.

Notes

1. Pre-registration fees
   Pre-registration fees are only for the entire conference of 2 days - November 23 and 24.
2. Ordinary Participant's Registration
   Only applications postmarked by Tuesday, October 22 will be accepted as pre-registration. You cannot pre-register after this deadline, so must register on site. Registration postmarked October 23 and after, if received, will be required to pay an extra handling charge of ¥2,000 in addition to the on-site rates.
3. Presenter's Registration
   Presenters must register for the conference and pay for their equipment charges by Saturday, October 5 (postmarked). Those failing to do so will have their presentations canceled. JALT can provide only the equipment which was ordered at the time of submission of your presentation proposal and paid for at the time of pre-registration. Other order will not be accepted because of the facility's limited situation. In the case of a group of presenters the group leader or contact person must pay the equipment charges.
4. Overseas Attendees who need the entry visa to Japan
   If you need a letter stating that you may attend this conference, send the following information and fee. All information sent will be verified. You may only apply for yourself. Please understand that JALT refuses to accept any legal or financial responsibility for you and your passport. (1)your full name (2)your home address and telephone number (3)your work address and telephone number (4) the date of issue and the number of your passport (5) a copy of the inside of your passport showing the number, date of issue, and your picture (6) a typed letter on letterhead stationary from your supervisor (7) 2,000 yen either via International Postal Money Order or Credit Card as the application fee.
5. Cancellation
   The final deadline for receipt by the JALT Central Office of cancellation for conference and Featured Speaker Workshop registration is Friday, November 8, 5:00 p.m. Cancellation requests will not be honored after this deadline. All requests for refunds must be made in writing. A cancellation charge of ¥3,000 will be deducted from your payment. There will be no refunds of any kind given at the conference site. All refunds will be made to the registrant by postal money order about 3 months after the conference.
6. Balance Due
   A note for balance due will be on the acknowledgement card. Make payment by postal *furikae* only before the preregistration deadline. You will also receive this note if your membership expires before November 2002. Please pay your membership at the time of registration for smoother processing because acknowledgement cards will not be reissued.
7. Fee Reimbursement to JALT Officers
   Up to four officers per Chapter and four officers per SIG shall be reimbursed 3,000 yen as a one day conference waiver after the conference. Refer to the prerequisite for this benefit stated in JALT Constitution Bylaws V-8.
8. The JALT Central Office will not accept payment for hotel and travel reservations nor will it be responsible for payment for these made by mistake.
9. It is important for you to retain a copy of your payment receipt or pre-registration form for credit card users. Your proof of payment is needed for all inquiries to the JALT Central Office regarding payments and refunds.

JALT Central Office: Urban Edge Bldg 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016 Japan
Tel: 03-3837-1630 Fax: 03-3837-1631 Email: <jalt@gol.com>

JALT2002大会参加登録

参加登録の会員料金は、2002年11月現在JALT会員である人にのみ適用されます。会員でない方及び11月の時点で会員期限が切れている方も、参加登録と共にJALT会費を支払えば会員料金で申し込めます。 VISAやMaster Cardで参加登録費と共にJALT会費を支払う事が出来ますが、JALT会費のみをカードで支払う事はできません。グループメンバーのJALT会費についてはカードでなく郵便振替にて支払ってください。

事前登録の締切り：2002年10月22日（火）
大会参加登録の申し込み方法

2002年10月22日（火）までに事前登録されると参加費が割引されますので是非ご利用下さい。事務局は事前参加登録の申し込みを処理した後、9月以降Acknowledgement Card(受領書)を発行します。この受領書を大会会場の受付に持参し名札と大会バッグを受け取ってください。受領書が11月15日までに届かなかった場合は、JALT事務局に連絡してください。尚大会会場での当日登録は

１１月２２日（金）午後5時から7時迄、及び大会開催中に行い、VISA及びMaster Cardも受け付けます。当日登録する会員は必ず会員証を持参してください。

国内での事前登録

（現金での支払は受け付けません。次の方法のいずれかにて申し込んでください。）

1. 郵便振替を使用 ： 添付の郵便振替用紙に、名前・住所(ローマ字)・参加日・希望するワークショップのコード等を記入し、郵便局で支払ってください。 振替用紙は1人1枚を使用し、足りない場合はJALT事務局に請求してください。
2. VISA又はMaster Cardを使用：添付のPre-Registration Form - for Credit Card Users Only (p. 23)の申込み用紙に必要事項を記入してJALT事務局に郵送してください。
   *注意 ： (1) 申込し込み用紙は1人1枚を使用。(2) クレジットカードの所有者番号、所有者名、有効期限等の詳細を明確に記入。記載不十分なものは受け付けません。(3) 登録者の名前、住所.参加日その他必要事項を漏れなく記入。(4) 支払は日本円以外受け付けません。(5) クレジットカードでJALT会費のみを支払う事はできません。(6) 申し込み用紙をJALT事務局へ郵送。Faxは受け付けません。

海外からの事前登録

英文のHow to Register for JALT2002 - From Overseasの手順を参照して下さい。

注意事項

1. 事前登録の大会参加料金
   事前登録料金は11月23日・24日の2日間のセット料金となります。
2. 一般の参加登録
   JALT事務局では大会事前登録を１０月２２日（火）（消印有効）迄受付けます。10月２３日（水）以降は送金されても受付けませんので、当日、大会会場で登録して下さい。万一事前登録期限を過ぎて送金された場合は、当日料金の他に、特別処理料金として2000円を大会会場にて追加請求させていただきます。
3. 発表者の参加登録
   発表者は、10月5日（土）（消印有効）迄に参加登録を済ませてください。期限までに参加登録されないとプレゼンテーションは取消されます。機材使用料は参加費と共に支払っていただきます。機材は、発表応募時に申込まれ、事前登録で支払われたもののみ用意されます。会場の都合上、申込み済みでない機材は用意できません。グループ発表の場合は必ずグループリーダーが機材使用料を支払ってください。
4. 日本への入国ビザが必要な参加者
   英文の注意事項 4. Overseas Attendees who need to apply for the entry visa to Japanを参照してください。
5. 参加登録の取り消し
   大会やワークショップの参加登録を取消す場合は、１１月８日（金）午後5時（必着）までに書面にて申し出てください。期限内に申し出のあった取消しについてのみ、大会終了の約３ヶ月後に、キャンセル料3,000円を差し引いた残額を郵便小為替にて登録者本人に払戻し致します。期限後の取消しについては理由の如何に拘わらず払戻し致しません。
6. 支払に不足金がある場合
   支払に不足金があった場合は、Acknowledgement Card（受領書)でお知らせいたしますので、郵便振替にて事前登録期限内に送金して下さい。11月現在会員権が切れている場合も不足金が生じますので、大会登録と共に会員の更新をされる様お勧めします。尚不足金が支払われても受領書の再発行は致しませんのでご了承下さい。
7. JALT役員への大会参加費払戻し
   JALTの支部及び分野別研究部会の役員は、既定の条件を満たせば、1支部又は1分野 別研究部会につき4人まで、1人に付き大 会参加費の内3,000円の払い戻しを受ける事 ができます。 詳しくは2002年3月発行のInformation & DirectoryのJALT定款細則V-8 (p.17) を参照してください。
8. 宿泊・旅行手配
   JALT事務局では宿泊や旅行については扱いません。(株) 日本旅行JALT2002デスクへ直接申込んで下さい。誤って事務局に送られた宿泊、旅行代金については責任を負いかねますのでご注意下さい。
9. レシートの保管
   登録後のお問合わせには、レシートの提示が必要なので大会後も保管しておいてください。クレジットカードで支払う場合は申込書の写しを保管しておいてください。

JALT事務局：110-0016 東京都台東区台東１−３７−９ アーバンエッジビル５階
TEL：03-3837-1630 FAX：03-3837-1631 Email: jalt@gol.com

JALT2002 Hotel & Travel Information

The Nippon Travel Agency International Travel Department has secured a large number of single and twin rooms in a variety of hotel types for the duration of JALT2002 to satisfy all conference participants' needs and budgets.

Please read all pages carefully before you apply for hotel reservations.

Hotel Information

Various types of hotels are available to suit your needs. All give good quality service and are reputable. However, since the conference is once again being held over a popular three-day weekend, please send your reservation in early to receive your choice of hotels. The rates listed are per room and inclusive of 10% service charge and 5% consumption tax. Breakfast is NOT included. The size of each room is in square meters.

Please be aware that hotel staff may not speak English at some hotels. The following hotel directions also indicate the distance from JR Shizuoka Station(静岡駅) to each hotel. "Granship Shizuoka," the conference site, is a few minutes walk from JR Higashi Shizuoka Station(東静岡駅) which is 3 minutes from JR Shizuoka Station by the Tokaido-sen(東海道線) .

Code	Hotel Name	Room Type	Sq.m	Rate Per Room In Yen	Location from JR Shizuoka station South Exit=南口 North Exit=北口
A	**HOTEL CENTURY SHIZUOKA** **Tel: +81-(0)54-289-6400**	Single	26	12,000	In front of JR Shizuoka station, South Exit.
		Twin	28	17,500	
		Twin(S/U)	28	14,000	
B	**HOTEL ASSOCIA SHIZUOKA TERMINAL** **Tel: +81-(0)54-254-4141**	Double(S/U)	18	10,000	In front of JR Shizuoka station, North Exit.
C	**KITA WASHINGTON HOTEL PLAZA** **Tel: +81-(0)54-221-0111**	Single	13	8,800	15 minutes walk (5 min. drive) from North Exit.
		Twin	18	16,100	
		Double(S/U)	16	16,100	
D	**SHIZUOKA DAIICHI HOTEL** **Tel: +81-(0)54-281-2131**	Single	12	7,600	5 minutes walk from South Exit.
		Twin	19	12,100	
E	**SUN PALACE HOTEL** **Tel: +81-(0)54-282-2277**	Single	12	7,350	5 minutes walk from South Exit.
F	**HOTEL A 'BANT SHIZUOKA** **Tel: +81-(0)54-272-1717**	Single	13	7,350	5 minutes walk from North Exit.
G	**HOTEL OAK SHIZUOKA** **Tel: +81-(0)54-252-2232**	Single	11	7,350	20 minutes walk (5 min. drive) from North Exit.
H	**HOTEL CITIO SHIZUOKA** **Tel: +81-(0)54-253-1105**	Single	9.5	7,140	5 minutes walk from north exit.
		Twin	16	11,550	
		Twin(S/U)	16	8,400	
		Double(S/U)	12	7,870	
I	**SHIZUOKA VICTORIA HOTEL** **Tel: +81-(0)54-281-8585**	Single	12	6,090	15 minutes walk (5 min. drive) from south exit.
		Twin	24	10,500	
		Twin(S/U)	24	6,820	

How to Apply

Apply by sending the attached Application Form either by facsimile or by post to Nippon Travel Agency, International Travel Department, JALT2002 Desk. Send in your application as early as possible, since they will be handled on a first-come, first-served basis. If a room in the hotel of your choice is not available, another hotel of similar class will be substituted. The deadline for receipt of Application Forms is Friday October 18, 2002. Please complete the Application Form, and fax it to us at 81-(03)-3572-8768.

Confirmation and Payment

Notice of confirmation and a detailed invoice will be sent, with the hotel name and room rate. Confirmation will be sent by FAX or post. Please include your fax number or current mailing address on the Application Form.

We request payment in full by credit card (American Express, VISA, Master Card, Diners Club Card) or bank transfer. For conference participants residing in Japan, a postal remittance form will be provided for convenient payment at any post office.

Payment in full must be received by Friday October 25, 2002. If payment does not arrive by this deadline, all reservations will be automatically canceled.

A ¥1,000 handling charge, per person, for both domestic and overseas participants, will be applied.

Changes and Cancellations

Notices of change and cancellation must be made in writing via facsimile or post to NTA JALT Desk (FAX: 03-3572-8768) by November 22, 2002. If later, please contact each hotel directly as the NTA office WILL BE CLOSED for the holiday.

Room reservations remain active unless written notification of cancellation has been sent to NTA. Without notification, you will be charged for the entire period of the reservation.

Please make sure that you inform NTA or each hotel when the reservations should be changed or cancelled. Refunds will be made after the conference provided the notice of cancellation has followed NTA's regulations. Changes or cancellations will not be accepted by telephone.

Cancellation charges; No charge is applied if cancellation is made 30 days prior to check-in date.
The following charges will be applied to any cancellations thereafter:

20-29 days prior to check-in date	¥1,000
5-19 days prior to check-in date	¥2,000
2-4 days prior to check-in date	¥4,000
1 day / same day	100% (one night)
Cancellation after check-in;	Apply to the above regulation

Only the International Travel Department of Nippon Travel Agency can offer these special discounts to JALT2002 participants. Please feel free to call Nippon Travel Agency for further information. The JALT Central Office will not handle inquiries concerning hotel or travel arrangements.

Nippon Travel Agency, International Travel Department, JALT2002 Desk
3Fl. Shimbashi No.1 Eki-mae Building,
2-20-15 Shimbashi, Minato-ku Tokyo 105-8606 JAPAN
Mr. Nishijima , Mr. Iizuka
Tel:+81-(0)3-3572-8743 Fax:+81-(0)3-3572-8768 <Email:conference_itd@nta.co.jp>

Deadline
October 18, 2002

APPLICATION FORM FOR HOTEL ACCOMMODATIONS
JALT2002
November 22 (Fri.) – 24 (Sun.), 2002

Please TYPE

Return this Form to: JALT2002 DESK
Nippon Travel Agency Co., Ltd., International Travel Division
3rd Fl. Shimbashi Ekimae Bldg. #1, 2-20-15
Shimbashi, Minato -ku, Tokyo 105-8606 Japan

TEL: +81-3-3572-8743
FAX: +81-3-3572-8768
E-mail: conference_itd@nta.co.jp

APPLICANT: ☐Prof. ☐Dr. ☐Mr. ☐Ms.

Last name: ______________________ Given name: ______________________

Phone<home>: +____________________ Fax<home>: +____________________

Phone<work>: +____________________ Fax<work>: +____________________

E-mail: ____

Mailing address: for correspondence ☐Office ☐Home

____

____

School / Company: ____

____

HOTEL ACCOMMODATIONS: (rates include tax and service charge, breakfast not included) Indicate 1st, 2nd & 3rd choice.

Choice	Code	Hotel Name	Room Type (please check)
1st			☐Single ☐Twin ☐Twin S/U ☐Double S/U
2nd			☐Single ☐Twin ☐Twin S/U ☐Double S/U
3rd			☐Single ☐Twin ☐Twin S/U ☐Double S/U
Check in Date			If twin, sharing person's name
Check out Date			

Those who wish to share a twin room — an invoice will be sent to one of the delegates. After receiving the invoice, the delegate must remit total payment for both persons.

PAYMENT (Please check ☐):

☐Credit Card: (☐American Express / ☐Visa / ☐Master / ☐Diners Club)

Card Number: ____

Valid thru: ______________________ Card Holder: ______________________

Date: ______________________ Authorized Signature: ______________________

☐Payment by bank transfer to:

Bank Name: UFJ Bank Shimbashi Ekimae Branch Office
Account No.: 3501767 (ORDINARY DEPOSIT)
Account Name: JALT2002
*Please send a copy of the bank transfer record after payment is completed.

☐Postal Remittance:

Reservations are confirmed when hotel charges are paid in full. Credit card payments for hotel charges will be deducted in full by Nippon Travel Agency prior to check-in date. Regular hotel charges may apply to on-site payment at the hotel.

Pre-Registration Form - for Credit Card Users only

VISA and Master Card only

Name: (M/F) Last		First
Address: (in Romaji) ☐ Home ☐ Work (c/o ______________________)		
		Postal code:
Institution:		
Tel (H):	Tel (W):	Mem. No:
Fax (H):	Fax (W):	Email:

Conference Registration

Conference Fees (Nov. 23 & Nov. 24)	☐ Student	¥
Featured Speaker Workshop (Nov. 22 only)	(Insert Workshop Code) Aft. 1st choice ( ) 2nd choice ( ) Eve. 1st choice ( ) 2nd choice ( )	¥
Presenter ☐ Yes	Equipment ☐ OHP ☐ CASS ☐ VHS	¥
JALT Jr. Program (Nov. 23 & Nov. 24)		¥
	Conference Total	¥

Membership Fees (only payable by credit card if pre-registering for the conference)

Check in the boxes ☐ New Member ☐ Renewal	☐ Regular member (¥10,000)	☐ Student member (¥6,000)	
	☐ Joint members (¥17,000 for 2 members)		
	Joint name ( )		
	☐ Overseas member ☐ Seamail ¥9,000 (all countries) ☐ Airmail ¥10,750 (Asia) ☐ Airmail ¥12,000 (other countries)		¥
	SIG membership (¥1,500/each) Total ( ) SIG(s) SIG name(s)		¥
		Membership Total	¥

Grand Total 合計	¥

Payment （支払） ☐ VISA ☐ Master Card

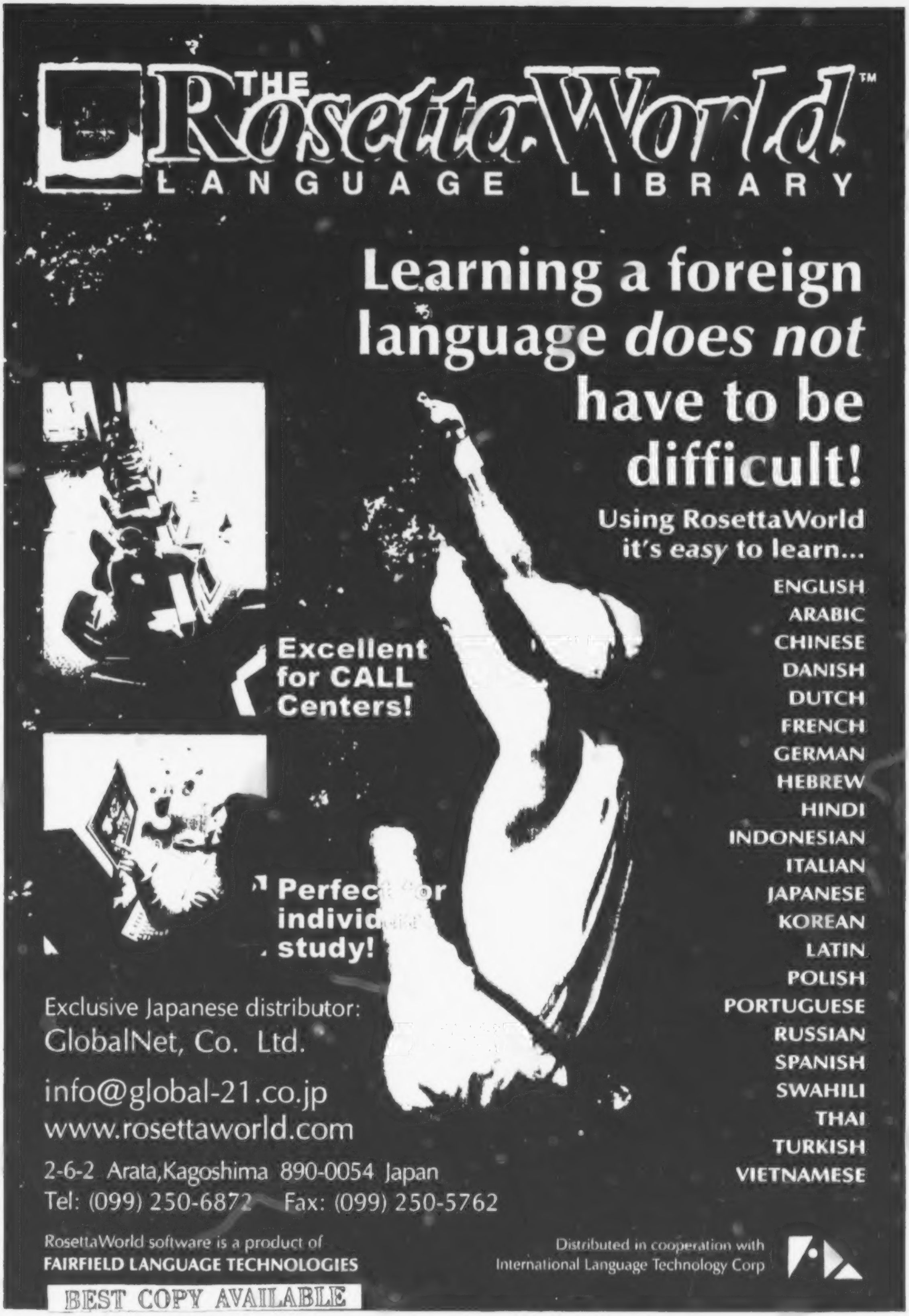
Card Holder Account No. （ｶｰﾄﾞ所有者番号）：		
Expiry Date （有効期限）	Month	Year
Name of Card Holder （ｶｰﾄﾞ所有者名） (Block Letters) :		
Phone Number of Card Holder （ｶｰﾄﾞ所有者電話番号）： - -		
Signature of Card Holder （サイン） :		

Mail to:

JALT Central Office: Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016, Japan
〒110-0016 東京都台東区台東1-37-9 ｱｰﾊﾞﾝｴｯｼﾞﾋﾞﾙ5 F

Fax is NOT acceptable

BEST COPY AVAILABLE



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of study; learning paths; practice techniques; sequencing the four skills; and defining the distinctive roles of the teacher, classroom, and multimedia. We show how a particular strength of multimedia is its ability to provide effective practice in listening and controlled speaking practice, and we demonstrate a variety of interactive tasks that can be done on a frequent basis. Sample classroom activities from around the world demonstrate how the classroom can provide students with the opportunity to transfer the language models of a course into their own particular set of needs and circumstances. Extension and personalization activities, for example, are best done in the classroom, as are oral presentations, role-plays, and the receiving of human feedback.

From our experience, it is clear that the role of the teacher and classroom remains fundamental to language learning, at least for the vast majority of language learners. It is therefore a mistake to consider e-learning and multimedia to be in opposition to the teacher and classroom. Rather, a blended approach, where multimedia and classroom activities support each other, is emerging as the preferred choice, where each enhances the other. In this regard, teacher training is both essential and a prerequisite to the successful combining of multimedia and classroom activities.

Lance Knowles is among the world's foremost experts on the development and use of multimedia ELT courseware. As the founder and President of DynEd International, he has led the design of more than ten multimedia courses, including the world's first interactive language learning program on CD-ROM in 1987, and the award-winning course, New Dynamic English. An experienced presenter, he has led teacher-training seminars on multimedia for more than ten years and in more than 12 countries.

Training Japanese Elementary School Teachers to Teach English

Curtis Kelly, *Cambridge University Press*

The Situation

After decades of complaints about the poor quality of public education in Japan, especially in relation to English (Mulvey, 2001), the Japanese Ministry of Education has begun what it claims is its greatest reform since the end of World War Two (Kelly, 1998; *Monbukagakusho*, 2001; Simmons, Yonally, et al., 1995). One of the most important changes, following similar moves in Korea and Taiwan, is the addition of English to the elementary curriculum. The Ministry is not really specifying that English be taught; it is merely creating the opportunity by adding "The Period of Integrated Studies" (*Gakushutekina Jikan*), but English teaching is certainly the most common use of this class (*Monbukagakusho*, 2001).

The new policy might eventually bear fruit, but for now, it just represents a dilemma for elementary school administrators. Due to the strict licensing and hiring system for elementary school teachers in Japan, very few of Japan's currently employed 416,000 elementary teachers have had training in how to teach English (*Monbukagakusho*, 1999, p. 150). Thus, all across Japan, tens of thousands of elementary school teachers, who were recently informed that they have to teach English in 2002, are in a quandary as to how to proceed.

Even the Ministry of Education itself seems to be caught off guard with its new policy. Although it has designated a number of schools as pilot schools, and it has recently released the informative *Practical Handbook for Elementary School English Activities* (Shogakko Eigo Katsudo Jissen No Tebiki; *Monbukagakusho*, 2001), it has not clearly designated

今年から、日本では、多くの小学校教師が英語を教えることになった。ほとんどは、言語教育の訓練を受けておらず、教室活動のアイディアを求めている。本論では、現状の分析から始まり、全国的な教師研修不足を補う方法1）先行研究の分析、2）教師研修のニーズ分析、3）ウェブを使った教師研修サイトの開発を提案する。

at what grade English education should begin, how much teaching should be done, or what curriculum should be used. Instead, and very unlike any educational guidelines ever produced before, the Ministry has left these decisions up to the elementary schools themselves, thereby adding to their malaise. Therefore, the rather sudden decision to reform elementary education to include English teaching has created a low-level national crisis: How can Japan's existing workforce of elementary school teachers be given the competencies needed to become elementary English teachers?

Taiwan's Ministry of Education faced a similar problem a few years ago and set up an extensive training program for teachers. Unfortunately, such efforts face numerous problems. First of all, there is a fair amount of literature on how to teach children English, but most of this literature was developed in the West and is not appropriate for the Asian EFL situation. Second, Taiwan, Korea, and Japan do not have the infrastructure to conduct extensive training. There are few specialists and meager budgets. Third, and most important, whereas we have a fairly clear idea of what skills junior high EFL teachers need, the same is not true for elementary school teachers. Setting up a training program for elementary school teachers based on junior high English teaching methods might end up doing more harm than good.

Here, then, is the crux of the problem and its solution: We need to dig into the literature and find out everything we can about teaching children English. Then, we need to conduct a needs assessment on the training needs of Japanese elementary school teachers. And finally, once we figure out what we need to teach, we must find a means of delivery that can reach elementary school teachers all across Japan.

Fortunately, two of these problems are easy to solve. The literature, although biased towards situations in the West, is well-developed and easily accessible. (In fact, if you were to read just one book on teaching children English, I would recommend Lynn Cameron's *Teaching Languages to Young Learners*, 2001). As for the means of delivery, as I will explain, we are entering an age in which massive, widespread training can be conducted even if the infrastructure does not exist. It is the third problem, then, finding the training needs of elementary school teachers, that we must focus our attention on.

Determining Training Needs

Needs assessment is an old science in the field of education, dating back to at least Tyler's 1949 groundbreaking article on curriculum design, but it reached a sort of heyday in the eighties. Unfortunately, only a fraction of the needs assessments conducted are effective. Not many people are trained in the technique, and an in-depth assessment requires financial expenditures that few institutions are willing to put out. Therefore, when most people need to find something out, they use one of the least reliable tools of needs assessment - a questionnaire - usually hastily thrown together, biased towards the views of its creator, and administered on a sample that does not represent the larger population.

Even when a high degree of scientific rigor exists, two problems with using questionnaires to determine training needs are unavoidable. First, questionnaires can only be effective if the right questions are asked, and with a close-ended questionnaire, when the right answers are offered. A questionnaire approach then, can only be effective when the training needs have already been established and the researchers are just trying to identify frequencies in the population.

Second, there is a built-in fallacy in asking someone who needs training to become a specialist in determining what those training needs are. Hiemstra and Long, in 1974 (cited in Cameron, 1988), found large discrepancies between the "felt" needs physical therapists identified on a questionnaire and their "real" needs as measured by testing. Most self-assessment inventories are really just interest inventories, where interests are mistaken for needs (Cameron, 1988).

Therefore, if questionnaires cannot identify training needs, what can? I would like to suggest a two-pronged approach, using focus groups to identify "self-perceived" training needs, and diagnostic methods to identify "predicted" training needs.

Self-perceived needs can be discovered through focus group interviews. As Morgan (1997) points out, the general rule of thumb for planning a focus group is to have 6 to 10 participants who are "homogeneous strangers," and conduct 3 to 5 group meetings per project (p. 34). The facilitor asks preplanned questions to start a discussion, which is then guided by further questions (Morgan, 1997). Sample selection is a key factor in reliability, although, in our case, since the population of elementary school teachers is fairly uniform, assembling a good sample should not be a problem.

Focus groups have proven extremely useful for product development and marketing studies, and they will probably also produce a rich assortment of training needs, but again, the same problem with questionnaires comes into play: How can inexpert respondents identify their own training needs? Therefore, a focus group interview approach to identify self-perceived needs should be balanced with a second approach combining a diagnostic approach to identify predicted needs, and directed interviews. A list of predicted training needs for elementary school English teachers can be developed in three ways: by looking at the literature, by having a panel of subject matter specialists generate a list of needs, or hopefully, by combining the two. Teachers can be interviewed on these predicted needs, thereby increasing reliability, texture, and depth (Caffarella, 1994; Nowlen, 1980).

A preliminary list of predicted training needs from my own research can be organized into seven topical areas:

1. Theories on how children learn languages
2. An understanding of what kind of English should be taught
3. An understanding of *Monbukagakusho* policies
4. An understanding of EFL methodologies
5. EFL activities for children
6. Evaluating and utilizing one's existing strengths and weaknesses
7. Designing and planning lessons

The Web as a Means of Educational Delivery

So once training needs are identified, and a training curriculum developed, how can the educational package be delivered? Actually, this is an almost ideal situation for web-based training: 1) the educational gap is new and widespread; 2) the problem is immediate and has no pre-existing infrastructure to fill it; 3) the learners are self-directed, similar, and highly motivated; and 4) Japan is going online at a phenomenal rate. In fact, in regard to the latter, according to the *Internet Whitepaper* 2001, from February, 2000, to February, 2001, the number of Japanese Internet users rose to 32.6 million, representing a 68.5 percent increase over the same period last year (International Data Group, 2001). By comparison, although the proportion of total Americans online is greater, with 102.1 million, the number of people going online from U.S. homes only rose 16 percent from July, 2000, to July, 2001 (Mariano, 2001).

The idea of using the Web to provide specialized training is hardly new. Industry has been shifting to this medium at a surprising rate. In 1999, 41% of large organizations had some sort of online training, and 92% planned to implement it by the end of the year (Horton, 2000, p. 9). Likewise, trend analysis shows that by 2007, almost half of all university students will be taking part of their courses through distance education technologies. Therefore, by setting up a well-designed website that utilizes the information from the needs assessment, we can deliver the kind of training needed all across Japan, almost immediately and at relatively little expense. Such a site should not just be a book-based course put online. It should use synchronous and asynchronous technologies to foster interaction as well.

Conclusion

The problem that faces us, finding a way to train tens of thousands of elementary school teachers on how to teach English to children, can be solved in a way not possible even five years ago: through web-based training. New technologies alone, however, will not accomplish this task. We must first extract all we can from the literature about teaching children. We should also conduct rigorous needs assessments of both self-perceived and predicted needs.

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Neil J. Anderson is a teacher educator in the MA TESOL program at Brigham Young University. His research interests include second language reading, teaching and learning styles, language learning strategies and language evaluation and testing. In 2001-2002, he served as President of TESOL International.

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Chapter in Your Life

edited by joyce cunningham & miyao mariko

This month, you will read about two different perspectives and ensuing cooperation between the JALT Hiroshima Chapter and JACET. The coeditors warmly invite you to submit information about your chapter or SIG's activities or other events that would interest the JALT world. Reports should be 800 words maximum in English, Japanese, or both.

Hiroshima—An Attempt at Joint Meetings between JALT and JACET

JACET Perspective

Last June, a number of members from the JALT Hiroshima Chapter attended the annual JACET Chugoku-Shikoku Chapter Conference held at Hiroshima Kokusai Gakuin. The general theme of the conference "Multimedia and English Education" attracted chapter educators wanting to network and acquire inspiration for classroom ideas, etc., from the many presentations offered. As an ever-increasing number of papers are being presented in English, visitors from JALT attended a variety of sessions as well as a workshop on CALL instruction.

Prior to our conference last year, there were several occasions in the past when JACET members also attended monthly meetings of the JALT Hiroshima Chapter. One such occasion was when Anne Burns of Macquarie University, Australia, was the guest speaker for the Four Corners Tour, prior to JALT2001. There is, therefore, hope for collaboration between our two organizations and others in local areas in the future.

Members of organizations such as JACET are likely to continue to experience decreasing membership as time goes by. The advantage of such a collaboration is that each party would benefit from the impetus of joint meetings with increased attendance. However, there is the problem of which language to use and of sometimes favouring one language over the other. For example, almost all visitors left the June 2001 conference early without staying for the final symposium when it was learned that Japanese was the medium. Of course, on the other hand, many Japanese English teachers do not feel entirely comfortable when discussing things in English.

JACET

It is my opinion that one of the essential factors for good relations between associations is the presence of a good liaison person who belongs to both organizations or has a close relationship with both. It is also important to exchange newsletters regularly. At present, communication seems to be one sided in that some of us receive and read email news from the Hiroshima JALT list server in English, but most native speakers of English have difficulty reading our JACET newsletter in Japanese. It is my hope that language teachers in Japan will learn to read more Japanese and that things will continue to change and improve, so that gradually, there will be more of such joint activities in the coming years.

Numano Jiro
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JALT Perspective

Here in the Hiroshima Chapter, we worked together with JACET to support their June Western Japan Conference in lieu of holding our own independent monthly meeting. There were initially some apprehensions to overcome, such as issues of officially "cosponsoring" the event. Although JALT was not an official cosponsor, the JALT presence was well received. Participants from both groups commented that they felt it beneficial to hold such a joint event. This will hopefully open some doors in the direction of fuller cosponsorship of future events.

While JACET meetings may not be well attended by non-Japanese speaking teachers or newcomers to Japan, a conference such as this offers a diversity of presentations in both English and Japanese. Unfortunately, the language barrier remains a central impediment to full participation of Japanese and non-Japanese. One way that this is being effectively dealt with by some groups, including those within JALT that have been predominantly English speaking, is to become more bilingual. Full access to information in both languages is perhaps one significant way this barrier can be breached, without leading to feelings of exclusion, or the need to "side" with one group or another. So, although it may take some effort to get the support required at the start, interested groups should explore cosponsoring, as many are more than willing to do things together, but are just unsure about how to proceed.

JALT
Japan TESOL
全国語学教育学会

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Drawing from Description

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Quick Guide

Key Words: Drawing, Reading, Pair work
Learner English Level: Low Intermediate and up
Learner Maturity Level: Adult
Preparation time: One hour or less
Activity Time: About 30 minutes in class
Materials: Descriptive passages with accompanying illustrations, OHP (optional)

I am always looking for enjoyable reading-based activities to employ in the last half hour of my reading class. Having noticed that many Japanese students like to draw; often decorating their journals or homework assignments with cute, and sometimes impressive illustrations, I have adapted a simple activity I experienced in high school art class for my reading class.

The Task

For this activity I chose a popular subject: dinosaurs (more exactly, prehistoric creatures). I found descriptions of a few prehistoric creatures in *The Macmillan Illustrated Encyclopedia of Dinosaurs and Prehistoric Animals*, and modified the vocabulary so it would be more accessible to students. I tried to choose more obscure creatures, which students may not have encountered in books or popular films like *Jurassic Park*.

Students were paired and given the following two descriptions on A3 paper:

> *Description 1: Opthalmosaurus.* This creature lived in the seas during the age of the dinosaur. It had a long, narrow snout and a rounded, teardrop-shaped body, tapering toward the rear in a half-moon-shaped fin. Its front limbs were more developed than the hind limbs. Its most unique feature was its large eyes (*Opthalmosaurus* means "Eye Lizard"). They suggest that *Opthalmosaurus* was a night feeder, perhaps hunting squid close to the surface of the sea.
>
> *Description 2: Coelodonta.* This creature was once hunted by prehistoric humans. It was large, with a pair of fearsome horns growing on its snout. The front horn was larger, growing to lengths of three feet. Its body was covered in a coat of wooly fur. Its eyes were small and weak. It had feet like an elephant, and its front legs were muscular like a gorilla's arms. Though it ate plants, it probably had a mean temper—you wouldn't want it to be mad at you!

I stress to students that they can use their imagination in designing their creature; the only requirement being that they at least capture the creature's essential features.

After about 20 minutes, I place the textbook's illustrations of the two creatures on the overhead projector. Their faces light up when they see how close—or how far off—their sketches are. A few students are asked to place their pictures on the overhead, and we go over the important points in each reading that students should have captured in their pictures; for example, the depiction of *Opthalmosaurus* should include a tapering body, larger fore fins, a half-moon-shaped tail, and big eyes.

Discussion

Students found this activity challenging rather than difficult. Although students worked hard at it, we still felt as if we were taking a break from the more usual reading-based tasks.

I feel that having students work in pairs was essential for this activity. Not all students like to draw, after all, so by teaming them up, students with a dislike for art may find themselves with a partner who at least doesn't mind as much. Students could then help each other in interpreting the descriptions.

Optional Themes

Personal photographs: Write about your dog, cat, house, or places you've visited.

Planes, trains, and automobiles: Images as well as brief descriptions can probably be found in your nearest library or over the Internet, as well as for the following three themes.

Architecture around the world

Famous artwork

Sci-Fi vehicles: Describe Star Wars or Star Trek ships, or *mecha* from Japanese *anime*.

Popular characters: Describe the personalities or habits of popular characters like Pikachu, Snoopy, or *Tonari no Totoro*, and see if students can guess who their subject is.

This activity could be modified to incorporate writing by asking students to write descriptions of their own photographs, for instance, and these descriptions could be given to other students to read and try to draw. However this activity is applied, I feel it will add spice to a reading class, allowing students to exercise their reading skills and their imaginations.

Reference

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Thingamajigs

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Quick Guide
Key words: Definitions
Learner English Level: Low and false beginner
Learner Maturity Level: Junior high school and above
Preparation Time: About two hours to make the cards
Activity Time: 60 to 90 minutes for each class
Materials: Cards, dialogue on board, cassette recorder and tape (optional if you would like to record the students' test attempts)

In lower level university speaking classes, I initially focus on communication strategies at the beginning of the course. A significant amount of time is devoted to teaching students how to define things in English, rather than reaching for the conversation-stopping dictionaries they all have in class, but may not have access to when they really need to communicate something in English.

In the first class on definitions, we concentrate on describing Japanese cultural events by giving hints using adjectives and a noun practiced in a game format.

e.g., It's a busy summer Kyoto festival (*Gion Matsuri*).

Then in the same lesson, students (in groups) write a list of five of the foods commonly eaten over the New Year holiday season (*Osechi ryori*) and write descriptions of them.

e.g., They are small, black, sweet beans (*kuromame*).

In the second class, additional ways of defining things are introduced.

e.g., It's adverb preposition place: It's usually in the kitchen.

or It's used for verbing noun: It's used for cooking pizza.

or It's adverb made of noun: It's often made of wood.

You can practice this with Japanese artifacts. Recently, I have also adapted an idea from Sion (2001) which works very well since the students don't know what kind of items to expect. The items are also things that they may need to buy if they are traveling overseas or doing a homestay. Each pair of students gets a set of cards featuring pictures of vocabulary items that at this level, they do not usually know. They take turns at picking a card from the top of the pile and use the patterns above to explain the item to their partner. When the partner thinks they know what it is, they draw a picture of it. If correct, the students swap roles. If incorrect, the student must continue to try to explain the item until the partner understands. Some examples appear below.

The third class is framed as a test where each student is given a different vocabulary card. They write the definition on a piece of paper, and return the card to me.

The students then use the dialogue (which I have already written on the board) to talk to everyone in the class, taking turns as shopkeeper and customer. The students record their turns as shopkeepers by writing their partner's name and drawing their guesses in a grid drawn on the back of their test papers. As the students are moving around and talking to each other, I slowly erase elements of the dialogue, which forces them to remember it. The dialogue is as follows:

Shopkeeper: Yes? / Next please. / May I help you?

Customer: Excuse me. I am looking for something, but I don't know the name in English.

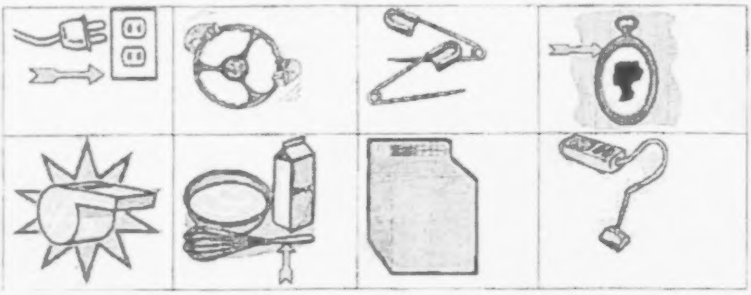
S: Uh-huh.

C: (explain)

S: (draws a picture) Is this it?

Either:

C: No. (try again)



Or:

C: Yes. How much is it?

S: It's number dollars.

C: Here's bigger number dollars.

S: Here's your change. Thank you.

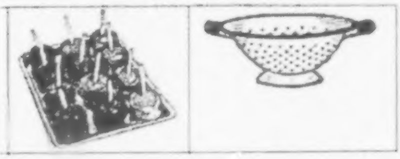
C: Thanks.

Each student needs to talk to everyone in the class. When they feel confident enough, they come to the front and play the role of the customer, with myself as the shopkeeper. At this time they are taped (with name and student number) for my records and subsequent error review.

As the students finish, they sit down and write the dialogue from memory on their test papers. When they have finished this, they hand the test papers to me and write their reflections about the class for inclusion in their learning portfolio.

Having done this series of lessons, students are more confident about communicating even when their vocabulary is sometimes inadequate. The addition of the "shopping" context seems to ground the usefulness of strategies for describing in the students' minds.

Adapted from Sion, C. (2001) *Creating Conversation in Class: Student-centered interaction* London: First Person Publishing / English Teaching professional. Graphics from <http://www.arttoday.com>.



Summertime Things Japanese

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Quick Guide

Key Words: Things Japanese, speaking, writing
Learner English Level: Beginner to advanced
Learner Maturity Level: Junior high school to adult
Preparation Time: Varies, depending on preparation of handout
Activity Time: Varies, one or more lesson periods
Materials: Copy of handout described in this text, realia (optional)

Since the appearance of Basil Hall Chamberlain's *Things Japanese* in 1890, countless books have been published explaining to foreigners things Japanese—customs, manners, artifacts, food, special events, everyday items, concepts, and words. The Japanese seldom need to speak of these elements of their life and culture among themselves, let alone do so in English. Yet, as they are increasingly engaged in various international arenas, they encounter more and more inquiries from non-Japanese about aspects of Japan. English is usually the language of communication in these instances and it often seems Japanese people find it difficult to answer some of these questions.

English teachers can profitably respond by incorporating lessons dealing with things Japanese in

MiniShare

Classification Game

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Here is a fun, 10-minute, warm-up activity that gets the students classifying things in preparation for lessons on describing.

Divide students into Student A and Student B pairs. Give Student A a piece of paper with categories written on it such as: things that are red, things that have holes in them, things that smell bad. There should be enough space below each one to write a list of five or six words that fit in the category. Student B has a page with a different set of categories such as: things with four legs (always a stumper if they don't think to add inanimate objects such as tables and chairs), things in the fridge, things that improve with age.

Each student gets five minutes to write as many words as they can under each category. Afterwards, they take turns reading out each list of words to their partner, who has to try to guess what the category is.

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their courses. Such content-based lessons also stand by themselves as part of an important instructional approach to English as an instrumental language that draws upon students' familiar base of social and cultural knowledge and experience.

Summertime things Japanese

The seasons have always been considered very important in Japanese life. Within each season there is a plethora of particular things Japanese from which to draw for content-based English language lessons. Summertime, for example, yields the 20 items in the following list, which I include as part of an attractive handout paper for students that contains a picture for nearly every item. (The brief English description is added for this article only.)

yukata (summer kimono)
katori-senkou (mosquito-repellent incense)
hanabi (fireworks)
matsuri (festival)
bon matsuri (*bon* festival)
kisei (return to one's hometown)
ohakamairi (visit to family grave)
mukashi-banashi (old tales)
tanabata (July 7 festival)
fuurin (wind chime)
sudare (bamboo blind)
koukou-yakyuu (high school baseball)
uchiwa (flat fan)
soumen (thin noodles)
zarusoba (*soba* on a bamboo plate)
kakigouri (shaved ice)
suika-wari (watermelon game)
yuurei (ghosts)
tsuyu (rainy season)
shochuu-mimai (summer greeting cards)

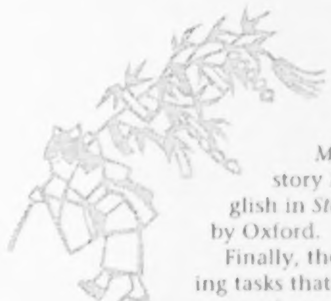
Lesson ideas

Especially for younger learners, realia are important, hands-on learning material. For summertime, *uchiwa, fuurin, shochuu-mimai* and *katori-senkou* are readily available items that can easily be brought to class for students. Simple descriptions and answers to questions on their uses can be more easily elicited from students with the objects before them. Pictures of all the items listed above can be gathered from the many books about things Japanese, and also from magazines.

In my university classes, I give students the handout described above. Working in pairs or groups of three, they are directed to explain, describe, give basic information about, and tell of personal experience with the items as if they are speaking to non-Japanese who know nothing about these items. While some reference to dictionaries certainly is allowed, I encourage students to use the simple English that they already know. Of course, before the groups begin to engage in the speaking task, I give a few model presentations, with items *not* on the given list, of the content and manner of expression I expect them to produce. During the activity I move from group to group monitoring, facilitating, modeling further, if necessary, and providing feedback and encouragement for their work.

Some of the summertime items listed above are well suited for practice with *how to do* language. For example, students can try to explain in detail how to visit the family grave *(ohakamairi)*, i.e., what to do when there; how to play *suika-wari* at the beach; or what one can do at a *bon* festival.

Summer in Japan is also the time to tell the wonderful eerie and ghostly tales of old Japan that chill our spines and relieve for the moment the tormenting heat of the day or night. Student recitation of some of these stories is enjoyable and effective speaking practice. I like to use the ending of the story, well known to almost all students, *Mimi-nashi Hoichi* and the very short story *Mujina*, available in simplified English in *Stories from Lafcadio Hearn* published by Oxford.



Finally, there are a number of follow-up writing tasks that can be assigned at the sentence, paragraph, or short essay level, for explaining, describing, and discussing things Japanese. This could also be done in the form of letters to imagined friends in other countries. In addition, especially for a class of younger students, they could write their *tanabata* wishes on *tanzaku* (colorful strips of paper) and tie the strips to hang on *sasa* (bamboo branches) as is the custom. They can also give *shochuu-mimai* to each other with short, simple messages they have written in English.

Lessons with things Japanese can be both enjoyable and productive while also providing an opportunity for genuine two-way teaching and learning, a special sharing between the non-Japanese teacher and students. Students may provide the teacher with a wider and deeper understanding of some of the items, while the teacher helps the students to improve their use of English to communicate that knowledge and familiarity. There is mutual appreciation of the joint effort and the achievement of the task.

Reference

Hearn, L. (1983). *Stories from Lafcadio Hearn*. Tokyo: Oxford University Press.

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Grammar for the desk

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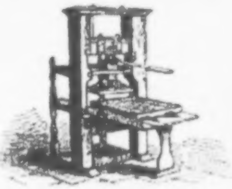
Off the Presses

edited by mark zeid



Cambridge University Press: The Oldest Press in the World!

Founded on a royal charter granted to the university by Henry VIII in 1534, Cambridge University Press is the oldest printing and publishing house in the world. It has been operating continuously as a printer and publisher since the first Press book in 1584. As an integral part of the University of Cambridge, the Press is devoted constitutionally to printing and publishing "for the acquisition, advancement, conservation and dissemination of knowledge in all subjects." As such it is a charitable, not-for-profit organization.

The Press has an intrinsic interest in quality and in raising academic and educational standards in all areas in which it is active, and has traditionally been associated with high copy-editorial standards and high design and production values. To this end, each new Cambridge University Press publication, in whatever discipline and from whichever international centre, has to be approved formally by the Press Syndicate, the Trustee body of senior Cambridge academics who thus sanction the use of the University's imprint and the Cambridge name.

However, approval by the Press Syndicate is only one part of a major process ensuring that Cambridge University Press materials adhere to the strict levels of excellence we have come to expect (if not demand). Cambridge University Press established a pioneering high-quality ELT programme in the mid-1970s. In keeping with that programme, extensive market research precedes the development of new materials in this field, which are then piloted in schools in many parts of the world. Reviewers are actively sought for feedback at pre-approval, draft status, and post-publication stages. A number of the Press' principal course and grammar books have sold several million copies since first publication; in Japan, the most famous are the *New Interchange* and *Grammar in Use* series.

Cambridge University is world renowned for innovation and breakthrough. In ELT, the Press has been quick not only to embrace corpus research but also to implement it into many recent titles. McCarthy (1998) compares the various terms used to explain the way in which information drawn from the corpus is used. Tognini-Bonelli (1996) compared "corpus-based," an approach where research from the corpus is merely used to reinforce previously held beliefs about how the language works, to "corpus-driven," an approach where corpus-derived data is used to create theories on language use. McCarthy himself adds the term "corpus-informed" to the list, stating that it is reserved for what we do with the insights in pedagogy, since insights alone are no guarantee of good teaching, and must be mediated in some way to create models that are meaningful and useful to language learners (1998, p. 22).

Probably the best example of the "corpus-informed" approach at work is in the Cambridge dictionaries. The headwords for the dictionaries are chosen to include the most common words, with considerable thought given to which useful words fall below the frequency limit and should be included, and which lay within the frequency limit but, on balance, are thought to be less helpful for learners. The example sentences are lifted directly from the corpus to give actual usages (compare the example sentences in our dictionaries with some of the older monolingual or even current bilingual dictionaries and you will soon see the difference). Even the order of the meanings for each headword is corpus-informed, allowing the users of the dictionary to arrive quickly at the most likely definition of the word they are looking up. The definitions themselves can be checked at <http://dictionary.cambridge.org/> and, incidentally, research on the most frequently searched words online will go toward introducing new words and prioritising old words in the next generation of dictionaries.

Cambridge University Press is also very fortunate to be involved with a number of different corpora around the globe, and thus is able to specify parameters for type of English needed for each dictionary published: e.g., 25% spoken, 75% written, 50% British, 50% American. However, possibly the most ground-breaking use of our unique learner corpus can be found in our *Cambridge Learners Dictionary*, which incorporates learner corpus data in its usage notes. Using UCLES exam scripts written by learners around the world, a corpus has been built that is coded so that errors learners commonly make can easily be found. Usage notes based on what the corpus revealed have been added to the dictionary. Classic examples include the difference between "say" and "tell" or between "look," "see," and "watch."

While our dictionaries were definitely the first of our materials to have direct input from corpus research, they are not the only ones. Our *Vocabulary in Use* series is being updated and *English Vocabulary in Use: Elementary*, the recently published *English Vocabulary in Use: Upper Intermediate* and *Business Vocabulary in Use*, and the soon-to-be-published *English Vocabulary in Use: Advanced* have all been corpus-informed. Also, in the field of grammar we have Martin Parrot's *Grammar for English Language Teach-*

ers and Mike McCarthy's own *Developing Grammar in Context.*

And finally, no article on Cambridge University Press in Japan would be complete without mentioning possibly the most important volume on grammar this century, the *Cambridge Grammar of the English Language*. The main authors, Rodney Huddleston and Geoffrey K. Pullum, spent more than a decade compiling the first comprehensive grammar of the English Language to appear in fifteen years. Although the work started long before the above-mentioned corpus research had established itself, the authors were able to draw extensively and systematically on the linguistic research carried out on the English language during the last forty years.

So from all of us at Cambridge University Press in Japan, we wish you continued success in 2002 and look forward to seeing you in August at our next free teachers' seminar, Cambridge Day, with guest speaker Penny Ur. Please call our office for details.

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References

McCarthy, M. J. (1998). *Spoken language & applied linguistics.* Cambridge: Cambridge University Press.

Tognini-Bonelli, E. (1996). *Corpus theory and practice.* Birmingham: TWC.

Errata

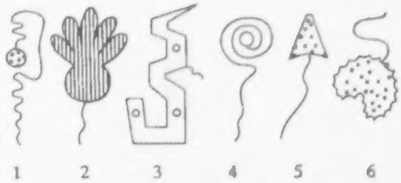
Through an oversight, two appendices were omitted from My Share in *TLT6*.

The graphic to the right is Appendix 2 from "Reading the World through Advertisements," by Elizabeth Lokon (pp. 35-36). The graphic below is Appendix 1 from "Self Identity and Awareness in Society," by Jane Lightburn (p. 37).

Our apologies to the authors and readers for this error.

Appendix 2

Sorting and Classifying Process



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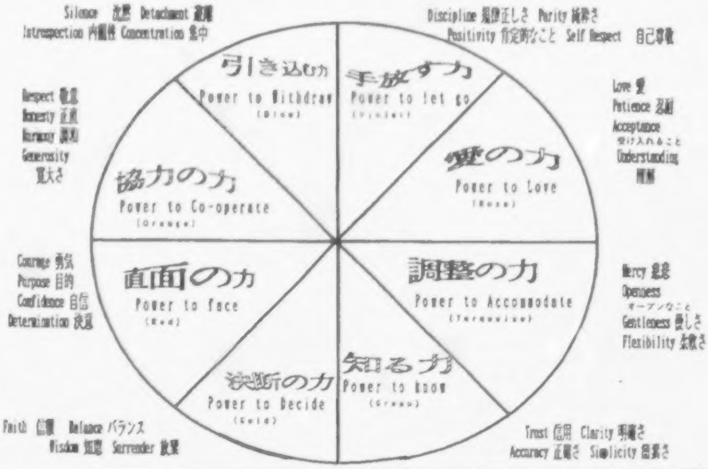
Appendix 1

八つの力に関わりのある主な徳性
KEY COMPANION VIRTUES OF THE EIGHT POWERS


Silence 沈黙 Detachment 超然
Introspection 内観性 Concentration 集中
Discipline 規律正しさ Purity 純粋さ
Positivity 肯定的なこと Self Respect 自己尊敬
引き込む力
Power to Withdraw
(Blue)
手放す力
Power to let go
(Violet)
Respect 敬意
Honesty 正直
Harmony 調和
Generosity 寛大さ
Love 愛
Patience 忍耐
Acceptance 受け入れること
Understanding 理解
愛の力
Power to Love
(Rose)
協力の力
Power to Co-operate
(Orange)
Courage 勇気
Purpose 目的
Confidence 自信
Determination 決意
直面の力
Power to face
(Red)
調整の力
Power to Accommodate
(Turquoise)
Mercy 慈悲
Openness オープンなこと
Gentleness 優しさ
Flexibility 柔軟さ
知る力
Power to know
(Green)
決断の力
Power to Decide
(Gold)
Faith 信頼 Balance バランス
Wisdom 知恵 Surrender 放棄
Trust 信用 Clarity 明確さ
Accuracy 正確さ Simplicity 簡素さ

Book Reviews

edited by amanda obrien

Clear Speech from the Start. Basic pronunciation and listening comprehension in North American English. Judy Gilbert. Cambridge: Cambridge University Press, 2001. pp. iv. + 133. ¥2,250. ISBN: 0521 637376.

Judy Gilbert is well known for her valuable and practical intermediate-level book, *Clear Speech*. Her latest book, *Clear Speech from the Start*, was written in response to the many requests she received from teachers for a book useable with beginners. Initially this presented her with a puzzle. Realizing that such a book needed a different approach from one for intermediate learners, over time she researched and discussed approaches she felt could work, given the limited vocabulary and time available to beginners. As a result six essential elements describe her approach:

1. Concepts are taught through visual images instead of through words.
2. Only the most crucial sounds are presented, leaving the rest for later study.
3. Every teaching point is designed not only to help intelligibility but also to improve listening comprehension.
4. Rhythm is taught through the visual and kinesthetic modes.
5. Immediate help with reading is provided by teaching simple spelling rules.
6. Tasks emphasize phrases, not just individual words (pp. vii-viii).

The teacher's resource book, student's book, and cassette that make up the resulting package are bound to become a teaching favourite. The resource book is laid out with impeccable clarity. Gilbert first provides an overview of the whole course, highlighting the crucial aspects of pronunciation selected to provide the most immediate help: for example, the alphabet, strong and weak syllables, and what she calls, the Music of English. Teachers are then provided with guidance on how to make the most of the student book, its innovative features, and what kinds of activities can be introduced to teach different aspects of pronunciation. For instance, here is an excerpt from *Using the Artwork:*

> Pitch lines (especially in the *Music of English* boxes) can help students sense what they need to do musically. Some students find it helpful to actually draw these lines themselves. Others find drawing pitch lines frustrating, so it is best not to require students to do it. Instead, you can illustrate the pitch pattern on the board yourself (p. xi).

In addition, each component of the [illegible] units in the course is described in detail for the teacher and audio transcripts are provided where needed. This level of support should make even teachers with little or no background in pronunciation teaching feel more confident.

There are lots of other really attractive features. Teachers from around the world were involved in trialing the materials and their "teaching tips" are interspersed throughout. Helpful appendices containing diagrams of the mouth and photographs of wax models showing the shape of the mouth and airflow assist teachers and students to learn about the formation of different sounds. Throughout, blue backgrounds are used in words and images to represent visually what occurs in pronouncing English. Clear visual cues in the student's book for different kinds of activities also help to make the material very accessible. The audio program uses a variety of speakers and clear natural-sounding speech.

The main disadvantage from the point of view of this Australian-based reviewer is that the course deals only with American English; teachers working with other English varieties may feel that the materials are therefore limited in their particular contexts.

For me, however, one of the important aspects of the course was the sound theoretical concepts underpinning it, as these inevitably provide a useful professional development process for an area of teaching that many teachers find worrisome.

Anne Burns
Macquarie University

Reason to Write—Strategies for Success in Academic Writing. Judy L. Miller and Robert F. Cohen. Oxford: Oxford University Press, 2001. pp. 178. ¥2,900. ISBN: 0-19-436771-1.

I'm looking for a textbook to teach the writing of English for Academic Purposes to university majors of law, science, and humanities. In later years, they will have the opportunity to submit seminar papers and graduate theses in English. Before adopting material for future semesters—writing classes of 100 students—I experiment with prospective texts in my current-year class or a smaller sized seminar. I tried *Reason to Write*, because its subtitle states that it offers strategies for success in academic writing. I found the Low Intermediate level in the two-book series to be of high quality, focusing on encouraging students to read, think, and check grammar skills before writing paragraphs. It has a wide curriculum, suggesting that academic writing can be any kind of well-organized and edited piece. Although it was developed from the authors' experiences with teaching Spanish-speaking students in an American ESL learning environment, it was appropriately edited for international use.

Its 10 units each contain, on average, 16 pages divided into 5 sections: conversation practice, reading, pre-writing, structured writing, and a list of additional writing topics. The first three are time consuming and make the text more of a four-skills book. Chapter one, for example, starts with the question "What is your name?" The next two sections include describing people, plus the conversation starter, "Find someone who..." that requires students to interview classmates. Delayed writing practice is a tenet of the comprehension approach but the authors' underlying philosophy, I believe, is to motivate students to talk, think, and question before arriving at conclusions worth writing about. Learning how to carefully analyze, discover, and influence opinions are valuable lessons in the academic writing process. The title word "reason" is employed as a verb rather than a noun.

I had difficulty accepting some of the content as being relative to academic writing. Section 4, for example, asks students to identify an acceptable academic version of student writing by choosing between a poorly typeset paragraph (resembling an email message with a return key gone awry) and a perfectly ordered one that begins, "My partner is a gorgeous woman. She is small and delicate with a gentle smile. When I saw her for the first time, I thought she was just cute..." Chapters increase in academic purpose, however, to editing and proofing, writing letters to insurance companies, two-paragraph memorandums, and finishing with a relevant five-paragraph essay. A text with this subtitle should also concern itself with helping students to achieve accuracy and objectivity in reporting by introducing such scholarly tools as abstracts, introductions, quotations, references, and indexes.

In my students' EFL environment, justifiable reasons to write include winning writing contests, sharing opinions with international newspaper readers, and enjoying collegiality via email, in addition to gaining course credits and writing a successful graduation thesis. The units on writing a story, writing an opinion letter, supporting opinions, comparing news articles, and writing a short essay lend themselves to all but the last of these motives.

Reading topics include weather reporting, heroes, controversial legal cases, cross-cultural business strategies, and the greatest inventors of the 20th century. These themes can spark intellectual curiosity and demonstrate the role of perseverance for freshmen starting out on the road to defining problems, debating ideas, and reporting in a scientific manner. The editor's footnotes help international students, defining, for example, that hurricanes are similar to typhoons in the Pacific. Their screening of suggested writing exercises could have been better though. I would be uncomfortable assigning some of their selections to my international exchange students. For example, the unit on heroes asks students to write about dangerous heroes such as Mao in China, Hitler in Germany, or Stalin in Russia. The authors wisely portray pioneers of globally significant discoveries—Chinese printing press blacksmith Pi Sheng, Scottish discoverer of penicillin Alexander Fleming, and Italian Guglielmo Marconi—rather than succumb to only choosing roles models that might be more politically correct because they cope with racism, sexism, or physical disabilities. The text is written in standard English (non-English words are italicized or quoted) and provides balanced reading selections and writing assignments originating from ethnic groups in America, Asia, and Europe. Stories on Martin Luther King, TV host Oprah Winfrey, and an excerpt by writer Sandra Cisneros (*The House on Mango Street*)—would pass muster with textbook evaluation committees in America. Models of classical and modern literature included Brothers Grimm (Little Red Riding Hood), James Thurber (The Little Girl and the Wolf), Umberto Eco, and Bertrand Russell.

The authors of this high quality textbook, which contains many fine examples of literature that can motivate students to reason before writing academically, even invite readers to comment by providing their address as one more reason to write.

David McMurray
The International University of Kagoshima,
Shimofukumoto

人文社会科学とコンピュータ．情報化社会におけるインターネット活用法． (Computing for the Humanities and Social Studies Utilizing the Internet in an Information Society.) 杉田米行編．横浜：成文社．2001. pp. 256. ¥2,200. ISBN : F4-915730-30-1.

この本は、英語教育、日本語教育、法律など、人文社会科学関係の様々な専門を持つ著者が１４人集まり、それぞれの立場で研究、教育、あるいは市民としての生活にどのようにインターネットを役立てるかを論じた一冊である。編集は杉田米行氏であるが、他に、樋口正次氏、山西敏博氏、脇田里子氏、Steve McCarty氏、武本ティモシー氏らが著者として名を連ねている。それぞれの切り口がユニークで、しかもその分野の門外漢が読んでもわかるようにイラストや写真を用いて、丁寧な説明を加えるなどの工夫がなされている。例えば第３章の情報活用のための法知識では知的財産権や著作権の問題が今日現在の解釈も含めて平易な文体で説明されており、インターネットを利用した教育を実践、あるいは計画している教員

には有益な情報を提供している。

また、読者がインターネットについて初心者でも抵抗がないよう配慮されている。第1部ではコンピュータの基礎的な概念や歴史、知識が紹介してある。インターネット中級者にとっては情報満載のリソースブックとして、自分の興味のある章から読んでいけば、きっと、「目からうろこ」という思いの瞬間があるであろう。また、インターネット上級者にとっては自分の専門以外の分野の著者の視点に接する事により、多くを得る事が出来るのではないだろうか。

この本の特徴として、英語教育の観点から、２点を指摘したい。まず、英語上達に役立つ道具や方法が多数提案されている。オンラインの辞書、事典、コーパスなどの具体例と利用法が挙げられ、おすすめのサイトやメーリングリスト、メールマガジン、などが詳しく記載されている。海外オンライン教育やバーチャル大学への参加の方法と、それらを利用した実践例も含まれている。インターネットを学習に取り入れる事により、学習者が、より自立していく、また学習者が自分の興味とペースにあわせた学習を行う、という教育的効果を産みだすと思われる。

２点目にこの本では、インターネットを利用した中学、高校での実践報告がなされている。英語の授業ではあるが、総合的な学習で活用できる内容であり、global educationとして生徒に国際社会への参加を促す取り組みは、高く評価できる。E メールのやりとりやバーチャル大学への参加などは生徒の英語学習への動機付けとしても有効であるようだ。ページ数の制限のためか、評価方法などカリキュラムの細かい点までは踏み込んで論じられていないのが残念ではある。

さて、調査や研究でのインターネット利用についてもこの本から得るところは大きい。まず、文献リサーチのためのサイトが多く紹介され、学術情報収集のイロハが理解できる。大学図書館や研究所の利用方法、国内、国外の図書館のレファレンスサービスやオンラインデータベースの利用法などがリストアップされている。これなら、日頃、教室で疑問を持った事柄について、後でパソコンに向うだけでリサーチでき、世界中の情報が入手できる。また、研究発表マニュアルや学会発表マニュアルのサイト、学術書刊行の手引きまで網羅されていて、まさに痒いところに手が届く心配りである。

情報技術は日進月歩の世界である。それは人間と社会の関わり方を変えて行き、学ぶということの意味と方法を変えて行く。言語教育も、変遷の過渡期にあるのではないか。著者達の強いメッセージとして、読者が、インターネットの利用により情報を集めるだけでなく、それぞれの立場で情報を発信し、新たな世界と人間関係を開拓していくことを提案していると思われる。

この本は、読むだけでも有益であるが、無料のサービス、子育て情報サイトなど、生活に役立つ情報も満載なので、ぜひパソコンのそばに置いて、様々な場面で活用していただきたい。

河野 円 *Madoka Kawano*
星薬科大学 *Hoshi University*

Recently Received

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The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will not be available for review after the 31st of July. Please contact the Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to the Publishers' Reviews Copies Liaison.

Books for Students

Coursebooks

- * **Exploring Hidden Culture: Deeper Values and Differences between Japan and North America.** Stapleton, P. Kinseido Publishing, Japan, 2001.
- * **Issues of Global Concern.** Peaty, D. Kinseido Publishing, Japan, 2002.
- * **Terrific Talk.** Lawrence, N., & Levesque, G. Kinseido Publishing, Japan, 2002.

Business Vocabulary in Use. Mascull, B. Cambridge: Cambridge University Press, 2002.

Supplementary Materials

- * **Do You Know? Puzzling and Improbable Questions and Answers.** McLain, B. Kinseido Publishing, Japan (year not provided).
- * **New Understandings: New Answers to the World's Oldest Questions.** Stapleton, P. Kinseido Publishing, Japan, 2002.

Books for Teachers

contact Kate Allen <kateob@kanda.kuis.ac.jp>

The Cambridge Guide to Teaching English to Speakers of Other Languages. Carter, R., & Nunan, D. (Eds.). Cambridge: Cambridge University Press, 2001.

If you would like to order or ask about *Talking to Yourself in English*, please contact The International English Book Centre at: <info@ebcoxford.co.uk> (specialist advice) or <sales@ebcoxford.co.uk> (general enquiries).

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Cambridge University Press	22, 42
IIBC	40
JALT2002 Conference	IFC
Nellie's	16
Oxford University Press	OBC
SEIDO	28
Thomson	34, 35, IBC

Special Interest Groups News

edited by coleman south

CALL—***JALTCALL 2002: Local Decisions, Global Effects*** was a great success. Over three days, we had a preconference workshop in excess of 20 attendees, 85 presentations at the main conference, and over 170 attendees at the presentations. One of the highlights included a wonderful presentation by Mike Levy of Griffith University.

Also at the conference, a collection of the proceedings for *JALTCALL 2001: The Changing Face of CALL* was released. It contains 13 articles compiled from the best presentations at *JALTCALL 2001*. Scott Petersen and Michael Kruse have done a fabulous job editing this collection. The collection is available free to CALL SIG members—a great incentive to join us. Please let a friend know about this opportunity. If you did not pick up your copy at *JALTCALL 2002*, it will be waiting for you at the CALL SIG desk at the national conference, *JALT 2002: Waves of the Future*, in Shizuoka. However, if you cannot wait until then, please send an A4-sized envelope with enough postage to cover mailing (¥310 inside Japan) to Monkia Szirmai; Hiroshima International University; 555-36 Gakuendai, Kurose-cho, Kamo-Gun, Hiroshima-ken 724-0695. If you are outside of Japan, please email to make special arrangements.

JALTCALL 2003 at Kinjo Gakuin in Nagoya is already being planned. Please contact David Kluge, <kluge@kinjo-u.ac.jp>, if you are interested in being a part of the team; we can always use more team members, so don't be shy.

GALE, GILE, & PALE—These SIGs along with two NGOs are cosponsoring a conference entitled ***Peace as a Global Language*** to be held September 28 & 29, 2002, in Tokyo at Daito Bunka Kaikan (of Daito Bunka University). Conference themes include teaching about human rights, conflict resolution, gender issues, environmental issues, and peace. Language teachers, other educators, activists, and students are all welcome to attend as well as give presentations or workshops. Presentations can be in English, Japanese, or bilingual. For more information please visit the conference website or contact the coordinators of GALE, GILE, PALE, or the Peace as a Global Language Conference Committee c/o: J. Nakagawa (see SIG contact list).

Learner Development—Enjoy Mt. Rokko in the autumn! The LDSIG will be holding another autumn retreat in the mountains above Kobe on October 5 & 6, 2002. Current plans are that it will be a sharing of work towards an anthology of research into learner autonomy, planned for publication sometime in 2003. Watch this space for more details, or contact Steve Brown or Usuki Miyuki (see SIG contact list).

Pragmatics—On May 18 & 19, 2002, the Pragmatics SIG cosponsored the 7th International Conference of CALL at Hiroshima Jogakuin University. A display table was set up, and thanks to those who volunteered their time, six new members were brought on board. The Pragmatics SIG participated in the PAN-SIG panel and had their own Roundtable, the theme of which was "Pragmatics and Technology." Megumi Kawate-Mierzejewska served as the moderator, and there were three other participants. Carol Rinnert talked about "Ideas for Collecting Pragmatic Research Data Electronically," followed by Kathleen Kitao and her presentation, "Pragmatics Resources on the Internet," and Brent Poole with "Compliments in an Email Exchange." Participants of the Roundtable and those in the audience were enthusiastic about how we can apply pragmatics to computer-mediated communication.

Teacher Education—Kathleen Graves will be will be one of the featured speakers at the national JALT conference in Shizuoka this November. She is being jointly sponsored by Thomson Learning, the School for International Training (SIT—in Brattleboro, Vermont, U.S.A.) and the TE SIG. Graves has been a member of the SIT faculty since 1982, and she teaches courses in language teaching methodology, applied linguistics, and curriculum design. She has authored and coauthored numerous textbooks, as well as two books on language curriculum and course design. One of her books, *Designing Language Courses: A Guide for Teachers*, is part of the popular "Teacher Source Series" published by Heinle & Heinle, a division of Thomson Learning. A former chair of the TESOL Publications Committee, she consults internationally on language curriculum design and teacher education.

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edited by coleman south

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Chapter Reports

edited by richard blight

Kitakyushu: April—***On the Edge: Integrating Technologies in the Classroom*** by Malcolm Swanson, Nigel Stott, and Paul Collett. Swanson provided a basic introduction to editing video on a Macintosh computer—from explaining what equipment is needed, through demonstrating how easy it is to manipulate content with iMovie software, to showing us the finished product—an apocalyptic school trip to a local nuclear power plant. Next, observing that software developers retail a ¥60 CD for about ¥5,000, Stott showed how to save money (while making materials ideally suited to his classes) by using a professional level multimedia authoring tool. Many programs seem to add on gadgets and bells-and-whistles to provide interactive learning with no pedagogical justification; this was made apparent by the contrast with Stott's focus on using the computer as a presentation tool, while also scrupulously retaining responsibility for personal guidance and checking of students' projects. He utilizes the technology to allow students to work at their own pace, while freeing the instructor for face time with small groups. Finally, Collett intrigued us with his innovative method to get college students' attention—by programming English lessons they can access with their mobile phones. Online absence forms and email contact forms are also available for the teacher's convenience. We were invited to download the scripts and modify them for our individual classroom purposes. This month's triple-layered presentation had something for everyone and concluded with an animated question session.

Reported by Dave Pite

Nagasaki: April—***Global Stories: Voices from the Invisible World*** by John Small. Although this was not a commercial meeting, we were happy that Small brought along copies of his self-published Global Issues-themed textbook of the same title, on which he based some of his demonstration. He began by explaining the nonprofit nature of the text and the general reasons for making a text with such topics as child soldiers in Uganda, prostitution in Thailand, bullying in Japan, and street life in Brazil. After this, he asked us to work with partners and discuss our relative levels of satisfaction or dissatisfaction with current texts. In a roundtable discussion, we next considered what learners want and need, and various ways to encourage them to speak in the classroom, whatever the topic or theme. Small demonstrated different ways of dictoglossing, brainstorming, giving examples, narrating, doing vocabulary exercises, and storytelling through shadowing. We did much of this with excerpts from a text section about a rural village in Cambodia, and from another portion concerned with the effects of free trade and globalization. Finally, we talked about learners' reactions, the process of self-publishing, and some interesting websites related to the same themes.

Reported by Tim Allan

Nagoya: April 2002—*Teaching Reading Skills. What and How?* by Rob Waring. In intensive reading, teachers give students short but challenging texts, which they use to focus on items of grammar and vocabulary. In extensive reading, students are encouraged to choose longer texts such as graded readers containing language at or below their ability level, to be read for enjoyment outside the classroom. Waring stressed that both types of reading are important, but that many students in Japan seem to concentrate solely on intensive reading. Too strong an emphasis on the challenging texts involved in intensive reading means that students only read small amounts of English, often have to stop reading to consult the dictionary, and probably do not develop into fluent readers.

With extensive reading, on the other hand, students don't need to focus as much energy on decoding the language, and so work at the idea level rather than the word level. This will free them to develop higher order reading skills such as identifying main points, scanning for specific information, and making inferences. One participant asked how students could be trained to guess unknown words effectively. Waring stressed that for students to be able to guess the meaning of unknown words, they must be able to understand 98% of the surrounding text. Therefore, teachers who wish to train their students in this skill need to take care to select simple texts. He also stressed that it is not a skill which can be taught in one lesson and then left to look after itself; short ten-minute practice exercises as part of a series of lessons would be more effective.

While much of the emphasis of Waring's presentation was on the skills to be acquired through extensive reading, he warned teachers against thinking that extensive reading was good and intensive reading was bad. Students need both types, but in the right measure. He also warned teachers to be careful in selecting books which, according to their cover, claim to be teaching reading skills. While many of these do contain valuable exercises, there are also a great many that do not *teach* reading skills, but rather *test* them. He also advocated that teachers devote time to teaching students how to use dictionaries effectively.

Reported by Bob Jones

Omiya: March—***Meaningful Purposeful Discourse in the Classroom, Despite Textbooks*** by Robert Hughes and Simon Evans. Hughes and Evans began the presentation by giving us icons and asking us to think of some questions. Their purpose was to demonstrate how a simple image can elicit a large number of questions. An important problem for low-level students, however, is that they lack the ability to form questions. Many textbooks, while claiming to be communicative, are actually repackaged audiolingual materials. Hughes and Evans argued that these texts actually discourage student language production and the development of their ability to formulate questions. We were then given two exercises from texts widely used in Japanese EFL classrooms to determine whether the exercises were actually communicative. The consensus was that the texts did not have a communicative orientation: In one text the only meaningful activity was staged at the end of the lesson, where time constraints might prevent its use. Next, we discussed eleven suggested criteria essential for a communicative activity. Hughes and Evans suggested teachers use the Harmer & Ellis criteria for evaluating communicative classroom activities. Teachers should go beyond instructional materials so as to meet these criteria and enable students to initiate meaningful extended discourse.

Hughes and Evans also demonstrated an approach to developing students' ability to produce meaningful, extended, self-initiated conversations. Over the course of an academic year students are steadily weaned of support. Initially, they are given all the questions they need to develop a theme. Then the questions are reduced. Next the students are given simple icons. Finally they are simply given a topic. If the students exhaust the topic and then change to another topic, meaningful communication is produced. Participants were shown videotape of student oral tests that illustrated the students' development. In the final video segment the students moved from a simple discussion of the previous weekend to gossiping about J-Pop celebrities.

Reported by Michael Stout

Yokohama: April—***From Endangered Languages to Content-Based Reading*** by David Hough. Drawing on both his extensive linguistic work in Micronesia since the 1970s and his language teaching in Japan, Hough dealt with two key themes in his presentation: (a) helping indigenous peoples preserve and enrich their language and culture, and (b) helping build intercultural understanding among first world EFL college students in Japan. In addition to his teaching duties in Japan, Hough has been involved (as a result of Japanese government funding) in working with the people of Kosrae in Micronesia to preserve their language, primarily through the compilation of a revised Kosraen-English dictionary as well as a number of other smaller language-related projects. His involvement with this ongoing three-year project took up most of the first segment of the presentation, and this was supplemented by showing slides and a short video introducing the people and culture of Kosrae. The second half of the presentation focused on the impact his Micronesian work has on his college teaching in Japan, one example being how his students have been involved in putting together a trilingual (Kosraen-Japanese-English) dictionary for children on the island. A book which Hough coauthored, entitled *Understanding Culture,* which he uses for a second year reading class, draws heavily on his language preservation work in Micronesia. The book's focus on promoting intercultural understanding was also discussed in the presentation.

Reported by Eddy White

Chapter Meetings

edited by tom merner

Fukuoka—*Global Stories: Voices from the Invisible World* by John Small, Kumamoto Gakuen University. Most textbooks, far from being global, present a very limited picture of the world. The presenter will provide global issues teaching materials that include countries and situations generally ignored: street children in Brazil, factory slaves in Pakistan, etc. Methods for teaching these difficult topics to high school and low level university students include a unique adaptation of dictogloss, shadow talking, and summarizing. The exercises come from the presenter's nonprofit, self-published text. *Saturday July 13, 19:00-21:00; venue TBA (meetings are no longer at Aso); one-day members 1000 yen.*

Gunma—*Listening Strategy Techniques: Does It Help To Teach Them?* by Tsujioka Hiroko. The presenter will present an analysis of a study on listening strategy introduction in a university EFL context. The results give insights into practical ways to teach listening strategies for Japanese students. Participants will actively engage in a range of teaching techniques, which help students develop skills for intonation, tone-group boundary, stress and rhythm, predicting, and inferencing. *Sunday July 28, 14:00-16:30; Maebashi Institute of Technology (Maebashi Koka Daigaku), 460-1 Kamisadori, Maebashi; one-day members 1000 yen, 200 yen for students, free for newcomers.*

Hiroshima—*Toastmasters* by John Kinley, Advanced Toastmaster at Marine Corps Air Station Iwakuni. This presentation will be specifically geared toward the needs of active JALT members for organizing and presenting ideas logically and convincingly when giving presentations at language conferences. Kinley will show us how to become comfortable with public speaking. The participants are encouraged (but not required) to prepare a 3-4 minute academic talk. If you plan to give such a talk, please notify Takeuchi Takami or Joe Lauer about the title of the talk by July 9th. *Sunday July 14, 15:00-17:00; International Conference Center 3F, Seminar Room 3, Hiroshima Peace Memorial Park; one-day members 500 yen.*

Iwate—*Motivating Your Students to Fluency* by Stuart Bowie, Macmillan Language House. How can you tap the natural energy and enthusiasm of your students? A variety of tasks, activities, and ideas to maximize students' motivation to speak in class will be presented. These will be based around the Macmillan series *Smile* and *Get Real!* This presentation will be in two parts, the first focusing on younger learners from the elementary level, and the second for students in senior high school and university. *Sunday July 28, 10:30-12:30; Iwate International Plaza, Morioka; one-day members 1000 yen.*

Kanazawa—*Teaching Writing* by Curtis Kelley, Heian Jogakuin College. Writing instruction has been shaped by two paradigm-shaping articles: the process of writing, and how different cultures organize their writing differently. The presenter will answer common questions raised by composition teachers by providing some little-known theories and methods for teaching writing, explaining writing as a process of self-discovery. He also offers some suggestions on writing assignments leading to self-discovery. *Sunday July 14, 14:00-16:00; Shakai Kyoiku Center (3-2-15 Honda-machi, Kanazawa); free for all.*

Kitakyushu—*Deconstructing* TLT*, Part II* by various members. Led by Murata Kimiko, we will discuss an article from a recent JALT publication. Check the Kitakyushu JALT page (http://jalt.org/chapters/kq/) closer to the meeting date, for information on the discussion topic. *Saturday July 13, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members 500 yen.*

Kobe—*Storytelling in Language Teaching* by Charles Kowalski. This workshop is for language teachers interested in bringing the power of storytelling into their classrooms. The first part of the workshop will discuss the benefits that storytelling can bring to a language class. The second part will present several story-based classroom activities for use with all language learners from beginning to advanced levels. The participants in previous workshops have described the experience as very inspiring and very informative. *Sunday July 14, 13:30-16:30; Kobe YMCA Chapel* *(between JR Sannomiya and JR Shin-Kobe); one-day members 500 yen.*

Matsuyama—***Language as Social Cooperation and Implied Meanings*** by Richard Blight, Ehime University. Language education in Japan has generally taken a decontextualized perspective, which does not incorporate the cultural situation within which social meanings are established. Grice's theory of social cooperation and conversational implicature is hence particularly useful for helping language learners to understand social meanings, which may differ substantially between cultures. Following a theoretical introduction, some practical examples will be considered. *Sunday July 14, 14:15-16:20; Shinonome High School Kinenkan 4F; one-day members 1000 yen.*

Nagasaki—***Exploring Varieties of English in the FL Classroom*** by Kathleen Yamane, Eichi (Sapientia) University. Following a general discussion of variation in language, participants will work through group activities to identify the linguistic features of Southern American dialect, Black English vernacular, and other varieties of English from short video clips and recordings. This presentation aims to give teachers a clearer overview of the nature of language and to consider applications for the classroom. No previous knowledge of linguistics is necessary. Come and have fun! *Saturday July 6, 13:30-16:30; Kotsu Sangyou Centre, Nagasaki Bus Terminal Building, 4F, Volunteer Centre; one-day members 1000 yen.*

Nagoya—***How to Teach English to Children More Actively*** by Nagano Yoshimi and Nakatsuka Junko. First Nagano will demonstrate fun activities and songs with a lot of additions for children, based on Book 1 of the *Sunshine Kids* text series used in public elementary schools in Nagoya. Then Nakatsuka will demonstrate *Jazz Chants* by Carolyn Graham, which is an effective and fun method of teaching English, especially for children. Nakatsuka will introduce how she teaches jazz chants through dance. Be ready to be active! *Sunday July 14, 13:30-16:30; Nagoya International Center, lecture room # 2, 3rd Fl.; one-day members 1000 yen.*

Nara—***Task-Based Learning*** by Jason Moser. Moser will discuss *task-based learning* based upon a recent research project and how and why he uses student journals to support this methodology. Time permitting he will also discuss *action research*, which was the impetus for the original research project. *Saturday July 27, 14:00-16:00; Tezukayama University, Gakuenmae Campus (Kintetsu Gakuenmae Station).*

Okayama—***Storytelling in Teaching*** by Charles Kowalski. This workshop begins by exploring various reasons for using storytelling in the classroom, then moves on to exercises to develop participants' natural skill as storytellers (by focusing on voice, gesture, imagination, etc.) and concludes by exploring techniques for using stories as a component of a language class at all levels, even with complete beginners. *Saturday July 13, 15:00-17:00; Sankaku A 2F; one-day members 1000 yen, students 500 yen.*

Okinawa—***Okinawa JALT Annual Beach Party*** by Executive Board, to talk about JALT Okinawa's future goals. This is a come-as-you-are beach party at the Tropical Beach in Ginowan. All members and potential members are welcome to join us for fun and discussions about the future of our organization. Bring a dish or some snacks to share with others. *Tuesday July 2, 15:00-17:00; Tropical Beach in Ginowan City, near the Convention Centre; free for all.*

Omiya—***What EFL Teachers Can Do to Stop the Spread of AIDS in Japan*** by Louise Haynes, Nanzan University. The topic of HIV/AIDS is one that students are eager to learn about, but teachers often feel it is difficult to talk about such sensitive topics in class. This presentation will give participants the background knowledge and teaching skills they need to be able to raise the issue of HIV/AIDS in their EFL classrooms. Participants will be shown how to approach the topic at various levels, using worksheets, videos, songs, games, and the Internet. *Sunday July 14, 14:00-17:00; Omiya JACK 6F (near Omiya Station, west exit); one-day members 1000 yen.*

Toyohashi—***Conversational Storytelling in the Language Class*** by Bob Jones. Andrew Wright says, "Go to any pub or party and you will hear a constant babble of stories. The whole world is full of storytellers." In this presentation, we will look at some of the typical features of stories told in conversation among adults. We will then consider how to make our students more aware of these features and how to use them to improve their own storytelling techniques. *Sunday July 14, 13:30-16:00; Building 5, Aichi University, Toyohashi Campus.*

Yamagata—***Salt Lake City in Terms of History, Religion, Culture, Education, Language, etc.*** by Paul Rawlins, Brigham Young University. The presenter will speak about the above-mentioned topic in terms of English as a means of global communication. *Saturday July 6, 10:00-12:00; Yamagata Kajo Kominkan (t: 0236-43-2687); free for all.*

Yokohama—***Can Teaching Culture in the EFL/ESL Classroom Be Harmful?*** by Michael Guest. This talk will debunk some myths of culture teaching in the language classroom based on years of research and experience here in Japan and around Asia. In addition, Guest will explain how conversation at the individual level can be adversely affected by cultural stereotypes often taught in the "culture" part of English classes. Come join us for some animated discussion about this key issue. *Sunday July 14, 14:00-16:30; Gino Bunka Kaikan (near JR Kannai Station and Isezaki Chojamachi Yokohama Subway Station).*

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edited by tom merner

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Conference Calendar

edited by lynne roecklein

New listings are welcome. Please submit information to Linh Pallos at <linh pallos@excite.com> by the 15th of the month, at least three months ahead (four months for >overseas conferences). Thus July 15th is the deadline for an October >conference in Japan or a November conference overseas, especially for a conference early in the month.

Upcoming Conferences

September 13-15, 2002—*IATEFL Special Interest Groups Symposium: Special Interests—Common Interests*, at Sabanci University, Istanbul, Turkey. The three-day symposium will consist of paper presentations, workshops, and round table discussions presented by each of fourteen SIGs, plus seven plenaries, in each of which the speaker will discuss issues common to two Special Interest Groups. Go to <sabanciuniv.edu/iateflsig> for more information and directions about registration. For further questions, email <iateflsig@sabanciuniv.edu>.

September 28-29, 2002—*Peace as a Global Language*, a joint JALT SIG Conference cosponsored by GALE, GILE, and PALE, along with Women Educators and Language Learners (WELL), JEE (Japan Environmental Exchange) and JAPANetwork (an AIDs information NGO). It will be held at Daito Bunka Kaikan, Daito Bunka University, Nerima-ku, Tokyo. Conference themes include teaching about human rights, conflict resolution, gender issues, environmental issues, and peace. Language teachers, other educators, activists, observers, and students welcome. For information please contact the coordinators of GALE, GILE, or PALE, or the Peace as a Global Language Conference Committee, c/o J. Nakagawa, 2-285 Isohara, Isohara-cho, Kita-ibaraki-shi, Ibaraki-ken 319-1541 Japan; t: 0293-43-1755; email <jane@ulis.ac.jp> or <janenakagawa@yahoo.com>.

October 5-6, 2002—*10th KOTESOL International Conference—Crossroads: Generational Change in ELT in Asia, Sookmyung Women's University, Seoul, Korea*. In the last ten years there has been an explosion in research, especially classroom-based research, which has led to new theories, which have in turn led to new practices. This change has happened all over the world but especially in Asia. Response, naturally, has been varied. KoreaTESOL invites teachers and researchers to consider these questions through presentations, roundtable discussions, and informal get-togethers: How hasrecent research in English language teaching affected practices in the classroom? Which theories and practices can help language learners get the most from their language learning experience? Is it time for a radical rethinking of how we approach teachingand learning in the classroom? Plenary and Featured speakers will also share with us their insights on the same, among them Dr. Martin Bygate (University of Leeds, UK), Andy Curtis (School for International Training, USA), Pauline Rea-Dickins (University of Bristol, UK), and Gwyneth Fox (Cobuild project, University of Birmingham). See the conference website at <kotesol.org/conference/2002> for details, or email Craig Bartlett, Chair, KOTESOL Conference Committee at <KOTESOL2002@yahoo.com>.

October 11-12, 2002—*The Third Symposium on Second Language Writing—Constructing Knowledge: Approaches to Inquiry in Second Language Writing*, at Purdue University, West Lafayette, Indiana, USA. This year's Symposium will concentrate in exploring various ways in which knowledge is constructed, transformed, disseminated, and negotiated in the field of second language writing. Sixteen plenary speakers, including Dwight Atkinson, Christine Pearson Casanave, John Flowerdew, Miyuki Sasaki, Xiaoming Li, Paul Kei Matsuda, and Tony Silva, will also address the themes. In conjunction with this symposium, the Indiana Center for Intercultural Communication will sponsor a Contrastive Rhetoric Roundtable on October 13, 2002 (free with Symposium registration). Preregistration deadline is October 1, 2002; participants are limited to about150 persons. For more information, visit <cdweb.cc.purdue.edu/~silvat/symposium/2002/> or email Tony Silva at <tony@purdue.edu>.

Calls for Papers / Posters (in order of deadlines)

September 2, 2002 (for October 4-5, 2002)—*4th Regional IATEFL-Ukraine Conference: Quality Learning and Quality Teaching*, in Donetsk, Ukraine. South-Eastern Ukraine IATEFL, together with the British Council, invite you to sustain and extend professional development, support ELT professionals, and highlight common interests. For more information, please contact Igor Gizhko; Coordinator, IATEFL South-Eastern Ukraine; <Igor_Gizhko@ukr.net>.

October 31, 2002 (for April 4-6, 2003)—*TESOL-SPAIN's 26th Annual National Seminar—Working Together: Building a Network for Teacher Development*, at the Universidad Politécnica de Valencia, Valencia, Spain. Proposals are accepted on any aspect of language learning theory or practice, in virtually any format from talk to self-made product presentation. See the website at <tesol-spain.org> for details or contact Carmen Pinilla Padilla; Universidad Politécnica de Valencia, E.T.S.I. Agrónomos (Idiomas), Camino de Vera s/n, 46022 Valencia, Spain; <mapipa@idm.upv.es>.

November 8, 2002 (for June 6-7, 2003)—*Third International Information Technology & Multimedia in English Language Teaching Conference:*

Computer-Enhanced Language Learning, hosted by the English Language Centre of The Hong Kong Polytechnic University, Hong Kong, China. Proposals for papers, workshops and promotional sessions are sought, particularly those dealing with changes in the way educators and learners may need to perceive the processes of learning and teaching in relation to wider technological developments which impact on the learning environment. More specific sub-themes and further information is available on the conference website at <http://elc.polyu.edu.hk/conference/>. Direct contact via: The Organising Committee of ITMELT 2003, c/o Bruce Morrison; English Language Centre, TheHong Kong Polytechnic University, Hung Hom, Kowloon, Hong Kong; f: 852-2766-7576; <itmelt2003@elc.polyu.edu.hk>

Reminders—Upcoming Conferences

July 12-14, 2002—*TESOL Academies 2002: Continuing Education for ESOL Professionals*. Organized by TESOL (Teachers of English to Speakers of Other Languages) in conjunction with staff of each host institution, a TESOL Academy aims to recharge and refresh ESL/EFL personnel in a "professional, relaxed, and intensive" atmosphere. The next program is the Southwest Academy at The University of Colorado, Denver, Colorado, USA. See the website at <tesol.org/edprg/index.html#academy> for titles, abstracts, online registration, etc. Otherwise, write, phone, or email: TESOL Education Programs, 700 South Washington Street, Suite 200, Alexandria, Virginia 22314, USA; t: 1-703-836-0774; f: 1-703-836-6447; <academy@tesol.org>.

July 1-26, 2002—*Summer Institute in Applied Linguistics*, The Pennsylvania State University, University Park Campus in State College, Pennsylvania, USA. A full program at two sessions of three weeks each. See the website at <app.outreach.psu.edu/AppliedLinguistics/> for complete information, including abstracts. Otherwise, contact: James P. Lantolf, Director; Center for Language Acquisition, The Pennsylvania State University, 304 Sparks Building, University Park, PA 16802-5202, USA; t: 1-814-863-7038; <jpl7@psu.edu>.

July 5-8, 2002—*CLESOL 2002—Our Languages: Our Future*, the eighth national conference on community languages and ESOL, at The Museum of New Zealand Te Papa Tongarewa, Wellington, New Zealand. For more information, see the conference website at <vuw.ac.nz/lals/div1/clesol/> or contact Elizabeth Morrison; Languages, Massey University of Wellington, Pvt Box 756, Wellington, New Zealand; t: 64-4-801-2794, x 6907; <e.n.morrison@massey.ac.nz>.

July 15-18, 2002—*The 8th BRAZ-TESOL National Convention—ELT: A Bridge to Understanding*, in Florianopolis, Brazil. Plenaries, papers, and workshops. Check the website at <www.braz-tesol.org.br> for updates or email <braztesol@nox.net>.

July 30-August 9, 2002—*The 31st Workshop for Asian-Pacific Teachers of English*, sponsored by the Center for Asia-Pacific Exchange (CAPE) and held mostly at the University of Hawai'i at Manoa, Honolulu, Hawaii, USA. See the website at <capealoha.org/workshops_teachers/> or write The Center for Asia-Pacific Exchange, P.O. Box 23397, Honolulu, Hawai'i 96823-3397; t: 1-808-942-8553; f: 1-808-941-9575.

August 12-15, 2002—*1st Annual International Conference: Chinese TEFL Reform in the New Century*, in Tonghua City, Jilin Province, P. R. of China. Plenary sessions, lectures, workshops, discussions, a poster exhibition, publishers' book displays, and a job shop. Registration will be available on site. Inquiries: Mr. Ding Junhua by email at <junhuading@hotmail.com> or <djh@ecp.com.cn>.

August 18-20, 2002—*CALL Conference 2002: CALL Professionals and the Future of CALL Research*, sponsored by the University of Antwerp and held in the Elzenveld Conference Center in the heart of Antwerp, Belgium. The website is at <www.didascalia.be>; click "CALL professionals [...] research." Contact: Mathea Simons; DIDASCALIA, University of Antwerp, Universiteitsplein 1, D-010, 2610 Wilrijk, Belgium; t: 32-(0)3-820-29-69; f: 32-(0)3-820-29-86; <mathea.simons@ua.ac.be>.

Reminders—Calls for Papers

July 12, 2002 (for October 20, 2002)—*JALT 2002 Conference Preview*, Omiya, Japan. Polish your presentation for JALT's annual conference in Shizuoka by sharing it first with Omiya chapter members. Send an abstract of no more than 100 words to Paul Lyddon via email (palyddon@hotmail.com) or fax 048-662-4643.

July 31, 2002 (for October 26, 2002)—*Kyoto JALT Annual Conference: Using Information Technology (IT) to Improve Language Teaching*, at Doshisha University (Kyotanabe campus), Kyoto, Japan. Proposals are welcome for papers, posters, and colloquia regarding any aspect of research in using Information Technology (IT) to improve language teaching, especially material of interest and practical use to novices. For more information, see the website at <ilc2.doshisha.ac.jp/users/kkitao/organi/kyoto/Conference/> or contact Paul Hackshaw; Faculty of Engineering and Design, Kyoto Institute of Technology, Hashigami-cho, Matsugasaki, Sakyo-ku, Kyoto-shi 606-8585, Japan; t/f:075-724-7291; <hackshaw@hiei.kit.ac.jp>.

Job Information Center

edited by paul daniels

To list a position in The Language Teacher, *please email <tlt_jic@jalt.org> or fax (0463-59-5365) Paul Daniels, Job Information Center. Email is preferred. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary. If you want to receive the most recent JIC listings via email, please send a blank message to <jobs@jalt.org>.*

Kyoto-fu—Doshisha International Junior-Senior High School is offering a full-time tenured faculty position from April 1, 2003, for a recent college graduate. **Duties**: Teach primarily classes for returnees, but also responsible for homeroom, club, and other duties requiring strong Japanese ability. **Qualifications**: Bachelor's degree, teaching experience, fluency in both English and Japanese, and long-term commitment required; computer competency and interest in using new media also highly desirable. **Salary and Benefits**: excellent salary and benefits. **Contact**: Send detailed English resume and Japanese *rirekisho* by mail to: New Position, c/o English Dept. Chairperson, Doshisha International Junior-Senior High School, 60-1 Miyakodani Tatara, Kyotanabe-shi, 610-0321. **Deadline**: August 31, 2002. **Other**: no phone inquiries please; inquire by email to <mcox@intnl.doshisha.ac.jp>. School policy prohibits acceptance of application forms via email.

Tokyo-to—The English Department at Aoyama Gakuin University is seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications**: resident of Japan with an MA in TEFL/TESOL, English literature, applied linguistics, or communications; three years university teaching experience or one year university English teaching experience with a PhD; teaching small group discussion, journal writing, and book reports; collaboration with others in curriculum revision project; publications; experience with presentations; familiarity with email. **Salary and Benefits**: comparable to other universities in the Tokyo area. **Application Materials**: apply in writing, with a self-addressed envelope, for an application form and information about the program. **Deadline**: ongoing. **Contact**: PART-TIMERS, English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366.

Web Corner

You can receive the updated JIC job listings on the 30th of each month by email at <jobs@jalt.org>, and view them online on JALT's homepage (address below). Here are a variety of sites with information relevant to teaching in Japan:

1. EFL, ESL and Other Teaching Jobs in Japan at <www.jobsinjapan.com>
2. Information for those seeking university positions (not a job list) at <www.debito.org/univquestions.html>
3. ELT News at <www.eltnews.com/jobsinjapan.shtml>
4. JALT Jobs and Career Enhancement links at < www.jalt-publications.org/tlt/jobs/>
5. Teaching English in Japan: A Guide to Getting a Job at <www.wizweb.com/~susan/japan/>
6. ESL Café's Job Center at <www.pacificnet.net/~sperling/jobcenter.html>
7. Ohayo Sensei at <www.ohayosensei.com/
8. NACSIS (National Center for Science Information Systems' Japanese site) career information at <jrecin.jst.go.jp/>
9. The Digital Education Information Network Job Centre at <www.edufind.com/index.cfm>
10. EFL in Asia at <www.geocities.com/Tokyo/Flats/7947/eflasia.htm>
11. Jobs in Japan at <www.englishresource.com/index.html>
12. Job information at <www.ESLworldwide.com

Bulletin Board

edited by timothy gutierrez

Contributors to the Bulletin Board are requested by the column editor to submit announcements of up to 150 words written in a paragraph format and not in abbreviated or outline form. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor. For information about upcoming conferences and calls for papers, see the Conference Calendar column.

CANHELP Thailand—a volunteer aid programme, is looking for volunteer English teachers for its Summer 2002 English Workshop programme. This programme offers workshops in English teaching to Thai teachers from the poor rural areas of Isaan in northeast Thailand. It offers a valuable professional development opportunity for all those who volunteer. The Summer 2002 programme will take place from July 28 to August 4. Applications are welcomed from native and nonnative English teachers alike. For further information and an application form, please contact: Su Carbery Tel/Fax: 042-791-6940; email: <su@tokyo.email.ne.jp>. Deadline for application for the Summer 2002 programme is June 28, 2002.

The Center for Asia-Pacific Exchange (CAPE)—The 31st Workshop for Asian-Pacific Teachers of English exposes English teachers to new directions in language teaching and provides an opportunity to learn about recent developments and issues in foreign language education. The workshop encourages teachers of English to grow and move in new directions as foreign language education continues to develop. Speakers include Craig Chaudron, Graham Crookes, Richard Day, Roderick Jacobs, and Richard Schmidt, all from the University of Hawaii. Dates: July 30-August 9, 2002; Tuition/Registration: $500.00; Hotel Accommodations: $429.00 (11 nights/double). For further details, please visit our website: <www.capealoha.org>.

The Center for Asia-Pacific Exchange (CAPE)—The 34th International Program for College Students builds on the college students' existing English language skills and gives them a chance to use the language intensively, thereby enriching their English skills, regardless of their level. The program involves students in a unique language-training program that not only enhances their English speaking skills through fieldwork, but also through interaction with the local community. Another goal of the program is to develop cross-cultural understanding between East and West, and to prepare students for the vital role on the global scene which they will play in the 21st century. Date: July 29-August 24, 2002 (4-week program); Cost: $1,142 (Tuition/Registration Fee $700; Accommodations $442—26 nights/double). For further details, please visit our website: <www.capealoha.org>.

Universal Chapter and SIG web access—As a result of recent developments within the JALT website, all JALT chapters and SIGs now have a basic information page available which is linked to the main JALT website. Upcoming meeting information and officer contact details for all chapters and SIGs are viewable at <jalt.org/groups/your-chapter-name> where your-chapter-name is the name of the chapter or SIG you wish to access. For example, information for the West Tokyo chapter is <jalt.org/groups/westtokyo> and the CUE SIG is <jalt.org/groups/CUE>. Please note that in some cases chapters or SIGs may not have provided up-to-date information for our databases; this will be reflected on the webpage. We hope JALT members will find this service useful. Queries can be directed to the JALT (English) web editor, Paul Collett; <editor-e@jalt.org>.

Online database information—Just a reminder that if any of your chapter, SIG, or National Officer information as posted in the recent *TLT* Supplement and Directory is incorrect, altered, or obsolete, changes must be made via the online database. This database must be updated because: (1) *TLT* uses it for producing the directory. As of next year, only information that has been inputted will be used in the directory. (2) JALT Central Office uses it to keep track of the officer status of each group. The officer database can be accessed at <jalt.org/officer_admin>. You'll need: (1) your group's password and user name (available from your coordinator), and (2) your JALT membership number. If you have any problems with the database, please contact Paul Collett; <paul@jcom.home.ne.jp>.

Staff Recruitment—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit your curriculum vitae and cover letter to the Publications Board Chair; <pubchair@jalt.org>.

Know About IATEFL?

You can join the International Association of Teachers of English as a Foreign Language (IATEFL), as well as any number of IATEFL SIGs, through JALT. Check the postal cash transfer form at the back of this issue for more information!

Submissions

The editors welcome submissions of materials concerned with all aspects of language education, particularly with relevance to Japan. Materials in English should be sent in Rich Text Format by either email or post. Postal submissions must include a clearly labeled diskette and one printed copy. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines indicated below.

日本語記事の投稿要領　編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくＡ４版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず１文字空け、１行２７字、横書きでお願いいたします。１頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English Features. Well written, well-documented and researched articles, up to 3,000 words. Analysis and data can be quantitative or qualitative (or both). Pages should be numbered, paragraphs separated by double carriage returns (*not* tabbed), word count noted, and subheadings (**boldfaced** or *italic*) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. The article's title and an abstract of up to 150 words must be translated into Japanese and submitted separately. A 100-word biographical background and any tables or drawings should also be sent in separate files. Send electronic materials in an email attachment to Robert Long. Hard copies also accepted.

日本語論文です。４００字詰原稿用紙２０枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、１５０ワード以内の英文要旨、１００ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to the editor.

原稿用紙１０～１５枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Interviews. If you are interested in interviewing a well-known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Readers' Forum. Essays on topics related to language teaching and learning in Japan, up to 2,500 words. While not focused on primary research data, a Readers' Forum article should nevertheless display a wide reading and depth of understanding of its topic. Japanese title and abstract also required (see above). Send electronic submissions to Scott Gardner.

リーダーズ・フォーラム：日本での言語教育、及び言語学習に関する6,000字以内のエッセイです。調査データに焦点を当てていなくても、リーダーズ・フォーラムの記事は、読者に、話題に関して深い理解を与える記事を募集いたします。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the My Share editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、２００ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

ＪＡＬＴによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に JALT News編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、ＳＩＧＳ編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2 カ月前の15日に SIGS編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から４枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2 カ月前の１５日に Chapter Reports 編集者必着です。日本語の報告は Chapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

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Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. Email or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 20th of the month, 2 months prior to publication.

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JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 39 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The JALT **International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m^2, an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **Special Interest Groups**, SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に40の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育・語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会、SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に３９の支部と１つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、熊本、京都、松山、宮崎、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、岐阜［準支部］）

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JALT の会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

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392

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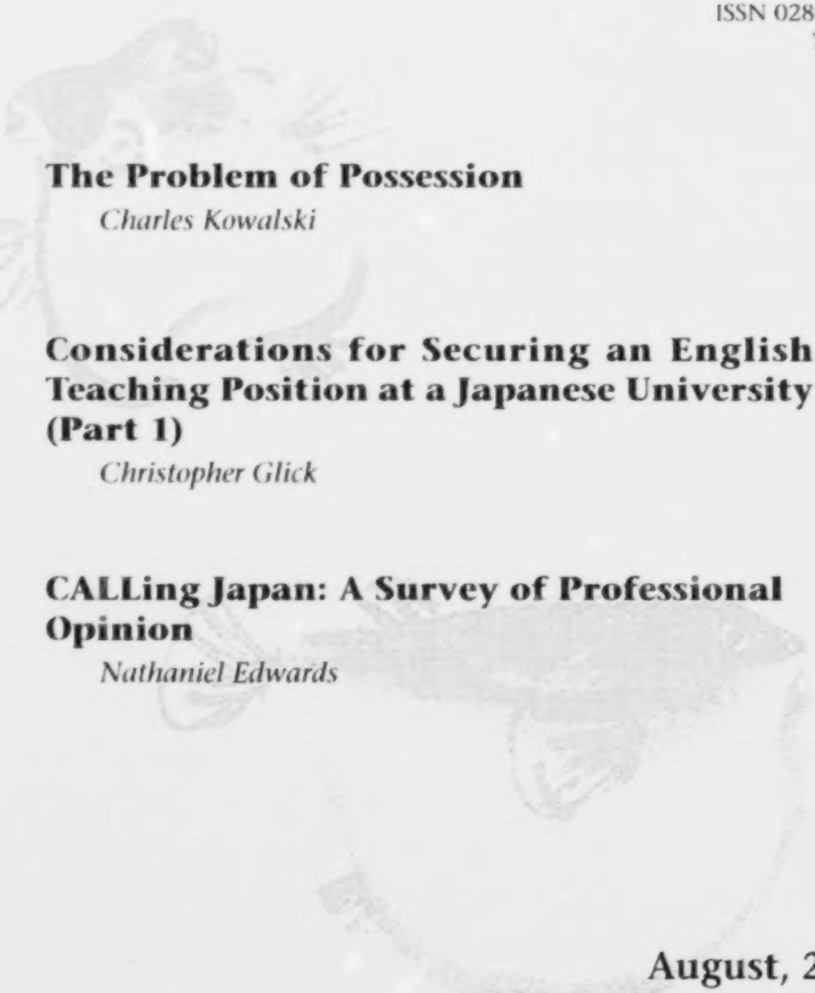

2 **The Problem of Possession**
Charles Kowalski

7 **Considerations for Securing an English Teaching Position at a Japanese University (Part 1)**
Christopher Glick

10 **CALLing Japan: A Survey of Professional Opinion**
Nathaniel Edwards

8

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393

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Hello, *TLT* Readers:

Welcome to August, and the latest issue of your *Language Teacher*. Last June's soccer excitement notwithstanding, it's been a long, hot summer. If you have any doubts about that, just ask your local JALT officer. Or better yet, please consult our **JALT News** column this month for some very important messages from our standing national officers.

We hope our summer fare in this issue will be of help to you in your efforts at becoming a better teacher. Our feature article comes from **Charles Kowalski**, who discusses Japanese English learners' tendency to overgeneralize the concept of possession in English, often by just saying *no* (の).

In our Readers' Forum column, we have two articles that shed some light on professional advancement opportunities for teachers in Japan. The first, by **Christopher Glick**, is Part 1 of a two-part essay describing the variety of opportunities and providing advice for people seeking to teach at the tertiary level in Japan. The second article, by **Nathaniel Edwards**, summarizes a survey he took of language teachers around Japan to gauge their use of CALL (Computer Aided Language Learning) and to help them build confidence to use CALL more with their students.

Don't forget to start making plans to attend JALT2002 in Shizuoka, November 22-24. It's hot right now, but you'll still want a nice warm hotel room to stay in come the end of November.

Here's to a nice ending to summer, to a festive *o-bon*, and to a healthy, prosperous teachers' organization we know as JALT.

—Scott Gardner
Co-Editor

TLT読者の皆様

語学教師の最新の問題を扱う８月号へようこそ。先月のサッカーワールドカップは長く、暑い日が続きましたが、エキサイティングなものでした。もしご質問がありましたらどんなことでも、地域のTLT役員にお尋ね下さい。今月のコラムでは、立候補している全国役員からのメッセージがごらんいただけます。今月の論文は、Charles Kowalskiが日本人英語学習者の「の」という発話から、過剰一般化した英語の所有観念を論じています。リーダーズ・フォーラムでは、２つの論文を掲載しています。１つはChristopher Glickの高等教育で職を得ようと考えている人への情報や助言をまとめたものの前編です。もう１つはNathaniel Edwardsのコンピューター支援による言語学習の使用状況と、使用するための学生との信頼構築の調査要約です。ところで、11月22日から24日に静岡で行われるJALT2002をお忘れなく。では、この夏を、お盆を、健やかにお過ごし下さい。

Scott Gardner
Co Editor

contents

feature

2 The Problem of Possession

readers' forum

7 Considerations for Securing an English Teaching Position at a Japanese University (Part 1)
10 CALLing Japan: A Survey of Professional Opinion

chapter in your life

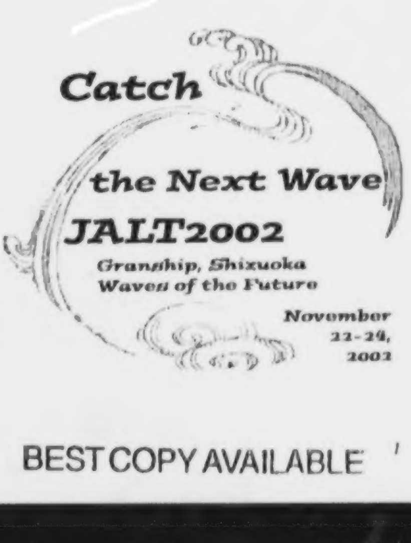
13 Okinawa, the Land of Opportunity

my share

14 Starting and Ending Conversation Classes with a Conversation
15 Integrating Reading and Speaking: Jigsaw Newspaper Reading
16 Gone Globe-trotting
17 Pera-Pera Points

departments

18 Book Reviews
19 Recently Received
19 JALT News
21 Special Interest Groups News
22 SIG Contacts
22 Chapter Reports
24 Chapter Meetings
24 Chapter Contacts
25 Advertiser Index
26 Conference Calendar
27 Job Information Center
29 Bulletin Board
30 Submissions
31 Staff List



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Charles Kowalski
Tokai University

The Problem of Possession

日本人学習者が英語を学ぶ際に引き起こす多くのエラーの原因は日本語の格助詞「の」と英語での相当語句である所有格を過度に適用するためである。格助詞「の」は英語の所有格とある程度は一致するが、実際には「の」の持つ意味はかなり広範囲に渡り、英語に訳す時には様々な文型を用いなければならない。本論では、格助詞「の」と英語の所有格の混乱から生じるエラーの分析と処理法を考察する。

Expressions of possession often pose a problem when translating from Japanese into English. The Japanese case particle *の*, with the wide range of meanings it conveys, is a frequent source of errors for Japanese students trying to express themselves in English, particularly its correlation with the English possessive which shares some functions with it but is far from an exact equivalent. This paper focuses on the English possessive and the Japanese case particle *の*, presenting a contrastive analysis of the two, and giving an overview of some strategies students and teachers can employ to assist in the transition from Japanese thought to English expression.

The English Possessive

Aside from the possessive forms of personal pronouns, there are two ways of expressing the possessive form of noun phrases in English: the inflectional (*'s* affixed to the end of a noun phrase) and the periphrastic (joining two noun phrases with the preposition *of*). According to Celce-Murcia and Larsen-Freeman (1999), the meanings expressed by these forms include:

- *Possession:* "Yuki's car," "his book"
- *Agency:* "the works of Shakespeare," "Einstein's theory of relativity"
- *Human relationships* (family, professional, or social): "my mother," "your boss"
- *Traits* (physical or other): "Anne's eyes," "his personality"
- *Representation:* "my grandfather's photograph," "the painting of the Last Supper"
- *Evaluation:* "the project's value," "the Importance of Being Earnest"
- *Eponymity:* "St. Paul's cathedral," "the temple of Jupiter"
- *Measurement:* "an hour's time," "a distance of ten miles"
- *Subject and nominalized verb:* "the earth's rotation"

These are listed roughly in frequency order. N. Han's unpublished research paper (1996, quoted in Celce-Murcia and Larsen-Freeman, 1999) indicated that possession and agency account for a majority of the possessive forms occurring in spoken English. This list is not an exhaustive one; other categories could be added, such as *time* (yesterday's news, the events of last year). The list also confines itself to meanings that can be expressed using either of the two forms; adding those that can be expressed using one but not the other could expand the list to include new categories such as *contents of a vessel* ("a bottle of wine" but not "*a wine's bottle"). This list, however, embraces the most common meanings of the English possessive.

The Japanese Case Particle の

Japanese speakers learning English, and vice versa, are often taught that the Japanese case particle *の* is equivalent to the English possessive. This is a useful rule of thumb, particularly in the case of the inflectional possessive *'s*, which retains the original word order (ゆきの車 *Yuki no* *kuruma* = Yuki's car). In addition, the Japanese の and the English possessive overlap in all the functions listed above: possession (as in the example above), agency (漱石の小説 *Soseki no shosetsu* Soseki's novels), relationships (鈴木さんのお兄さん *Suzuki-san no oniisan* Suzuki's elder brother), traits (彼女の目*kanojo no me* her eyes), representation (松前先生の像 *Matsumae-sensei no zo* the statue of Professor Matsumae), evaluation (時間の価値 *jikan no kachi* the value of time), eponymity (自由の女神 *Jiyu no Megami* the Statue of Liberty), measurement (三人の博士 *san-nin no hakase* three wise men), nominalization (時計の動き*tokei no ugoki* the motion of the clock), and time (明日の会議 *ashita no kaigi* tomorrow's meeting).

The list, however, does not end there. There are numerous other meanings conveyed by the particle の. Kondo & Takano (1986), Drohan (1991), and a sample taken from a Japanese-language corpus (Uemura, 1997), together yield the following additional meanings for の as a case particle (ignoring its use as a final particle):

Affiliation: 高校の先生 *koko no sensei* a high-school teacher, 早稲田大学の教授 *Waseda Daigaku no kyoju* a professor at Waseda University

Apposition: 地下鉄の東西線 *chikatetsu no Tozai-sen* the Tozai line subway, 魔女のきき *majo no Kiki* Kiki, the witch

Description: personal characteristics (金髪のモデル *kinpatsu no moderu* a blonde model, 韓国人の学生さん *Kankokujin no gakusei-san* a Korean student); material (革のベルト *kawa no beruto* a leather belt); color (ワイン色のマフラー *wain-iro no mafura* a burgundy scarf); shape (正方形の箱 *seihokei no hako* a square box)

Origin: 青森県のりんご *Aomori no ringo* apples from Aomori, 北海道のお土産 *Hokkaido no omiyage* souvenirs from Hokkaido

Purpose: 頭痛の薬 *zutsu no kusuri* medicine for headaches, 初心者のテキスト *shoshinsha no tekisuto* a text for beginners

Relation: 友達の作ったクッキー *tomodachi no tsukutta kukkii* the cookies my friend made, ジャックの建てた家 *Jack no tateta ie* the house that Jack built

Spatial relation: direction (西の方 *nishi no ho* to the west); location (学校の隣 *gakko no tonari* next to the school)

Subject matter: 文学の本 *bungaku no hon* a book on literature, 剣道の達人 *kendo no tatsujin* a kendo expert

Topic: 日本のこと知りたい方 *Nihon no koto shiritai kata* someone who wants to learn about Japan, 夕べのことですが *Yube no koto desu ga*… About last night…

Thus, the English possessive corresponds to some but not all of the functions of の (Table 1).

The above list is not exhaustive either. Both Drohan and Kondo & Takano (*op. cit.*) classify several more uses for の, including listing (何のかのと *nan no kan no to* what with one thing and another) and nominalization of verbs (起きるのが早い *okiru no ga hayai* it's too early to get up). These and other functions particular to Japanese grammar, without even remote equivalents in English, do not generally present problems; the functions listed, which the learner might reasonably expect to be equivalent between Japanese and English, are the most common sources of error.

Table 1: Overlap of the English possessive with the Japanese case particle の

	Affiliation	Description	
	Apposition	Origin	

Possession	Traits	Eponymity	Measurement
Agency	Representation	Evaluation	Nominalization
Relationships			Time

English possessive + Japanese particle の

	Purpose	Subject matter	
	Relation	Topic	
	Spatial relation		

Japanese particle の only

Contrastive Analysis

The difficulty Japanese speakers experience in translating the case particle の into English is not surprising, considering that according to Stockwell *et al.*'s hierarchy of difficulty (1965, quoted in Larsen-Freeman & Long, 1991), "splits," in which one pattern in the L1 corresponds to two or more in the L2, are the most difficult patterns of all for second language learners to master. This section provides some guidelines concerning the choice between the two main forms of the possessive as well as the other patterns in English supporting the various functions of の, with examples of how learners who misuse or overuse the possessive may produce ungrammatical, awkward or ambiguous sentences. (Examples marked with an asterisk are taken from Asao, 1996; unmarked ones are from the author's experience.)

The inflectional vs. periphrastic possessive

Phon Khampang's 1973 survey of native English speakers (quoted in Celce-Murcia & Larsen-Freeman, 1999, p. 315), designed to address the question of "How do you know when to use *'s*, and when to use *of?*" yielded results generally consistent with the rule of thumb commonly taught to English language learners: that *'s* is preferred when the head noun is

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animate — "Mary's husband," "the cat's toy." Additionally, *'s* was preferred with inanimate head nouns when the noun could be viewed as performing an action: "the train's arrival was delayed." Inflectional constructions are also often seen with double possessives ("John's brother's wife"), nouns of special interest to human activity ("the game's history," "London's water supply") and natural phenomena ("the earth's rotation"). *Of*, however, was preferred in nearly all other cases involving inanimate head nouns (except in certain fixed collocations resembling attributive noun constructions, such as "women's university" and "ship's doctor"), as well as animate head nouns when the noun phrase was especially long ("the brother of the lying, cheating, no-good snake in the grass that stole my horse").

The inflectional possessive is the more convenient for Japanese learners, being both shorter and a closer syntactic parallel to the Japanese の. This leads to overuse, especially with inanimate head nouns, resulting in constructions like "there's temple, house's roof and so on*" and "traveling's image is fun*." (In some cases, students show an inclination in the opposite direction, using the periphrastic possessive where the inflectional is called for: "tomorrow is birthday of my boyfriend*".) While there are several exceptions to "*'s* with animate head nouns, *of* in other cases," as shown above, students who follow this rule of thumb have a better chance of using the possessive correctly.

Attributive nouns

Many of the の constructions in Japanese correspond to attributive noun constructions in English. Purpose ("cold medicine") and description ("gold medal," "baseball team," "division manager") usually fall into this category, and affiliation ("university professor") and apposition ("the Tozai Line subway") sometimes do as well.

According to Lewis (1993), the attributive noun construction is among the most underused by English-language learners, and lack of awareness of this pattern often results in cumbersome constructions like "arrangements for the traveling" rather than "travel arrangements" (p. 143). This should not be true in Japan, for two reasons: first, an equivalent construction exists in Japanese; and second, numerous English attributive noun collocations have found their way into Japanese as katakana loanwords (コンピューター・グラフィックス computer graphics). Nevertheless, Japanese learners remain among those who underuse the attributive noun construction, inserting an extraneous possessive instead ("the homestay's family was OK*," "I have pollen's allergy"), which is particularly noticeable with descriptions ("plants of cucumbers*" for "cucumber plants"). In such cases, the problem can be addressed by a simple rule of thumb: "Say the same thing without the *'s*, and you have a better chance of sounding natural."

Adjectives

Often, の constructions in Japanese correspond to adjectives in English, especially for description (木の机 *ki no tsukue* = "wooden desk"; 茶色の目の少女 *chairo no me no shojo* = "brown-eyed girl"). When a student uses a possessive construction where an adjective is called for, it can lead to utterances like "Last month, I had the thing of sadness*".

Affiliation in particular is frequently shown in English with proper adjectives; while neither "the government of Japan" or "Japan's government" is unacceptable for 日本の政府 *Nihon no seifu*, "the Japanese government" is more concise than the first and sounds more natural than the second (on the principle that *'s* is dispreferred with inanimate head nouns). To prevent errors in this area, it is first necessary for students to know about proper adjectives, and second, and then to realize that they take the place of the Japaneseの construction and do not require an additional possessive (which results in errors like "talent of Japanese usually go to Hawaii*" and "I can learn about living way of American*").

Prepositions

Japanese の constructions are often represented in English by prepositions other than "of". Examples include: *for* for purpose ("questions for discussion"); *from* for origin ("apples from Aomori"); *at* for affiliation ("a professor at Waseda University"); *on* or *about* for subject matter ("a book [on/about] Buddhism"); and *at, in,* or *on* for location. (Location is also often expressed by compound prepositions, like *next to*; this presents a double problem for Japanese learners thinking in terms not only of the possessive but of Japanese word order; thus "the coffee shop is next to my house" can become "the coffee shop is my house's...*tonari?*")

The question of when to use which preposition could be the subject of a whole separate book (or at least a sizeable portion of a book, as in Celce-Murcia & Larsen-Freeman, 1999, pp. 401-424, or Swan, 1995, pp. 444-457). Preposition distribution is one of the greatest headaches for learners of English, and summarizing all the vagaries of English prepositions into a few concise rules is all but impossible. Learners who are aware that の will generally correspond to one of a limited list of prepositions in English, however, have a better chance of expressing themselves accurately.

Relative clauses

In some cases, の is used between the embedded subject and verb of a relativized object clause. This appears in English as a relative clause, with the relative pronoun either present ("the present that I bought") or deleted ("the present I bought").

Appositives
When の denotes apposition, it can be translated directly as an appositive, placed either before or after the noun phrase (友人の志村さん *yujin no Shimura-san* = "my friend Mr. Shimura" or "Mr. Shimura, my friend," but not "my friend's Mr. Shimura").

Pedagogical Implications

The previous section dealt with the diagnosis of errors in translating の constructions. This section will focus on their treatment.

Presentation:
An important first step in dealing with の errors is to raise students' awareness of the basic rule that の does not always correspond to the possessive in English and introduce them to the various other expressions used in English for conveying the same meanings. Table 2 is a rough guide to the non-possessive equivalents of の in English. The rules, of course, are not hard and fast: invariably, some expressions will straddle the boundaries of the categories as presented, but an outline of the rules is provided as a general reference.

A more inductive way of calling attention to the gap between the two is to present a series of examples of the various English equivalents of の in a meaningful context, and have students formulate their own rules (with some guidance from the teacher when necessary). Providing a visual framework as a memory aid will also be helpful.

Practice:
Once students' attention has been called to the gap between の and its English equivalents, this awareness can be reinforced in the classroom through activities or games requiring students to choose from among various の parallels. A list of sentences, with each having two or more options for a の construction (e.g. "My father is [a teacher at Bosei High School / Bosei High School's teacher / ...]") can form the basis for a homework assignment or for a

Table 2: Uses of the case particle の not corresponding to the English possessive

Use of の	Example	English equivalent	English example	Possible errors
Origin	北海道のお土産 *Hokkaido no omiyage*	Preposition	*souvenirs from Hokkaido*	*Hokkaido's souvenirs*
Spatial relation	家の隣 *ie no tonari*		*next door to my house*	*my house's next door*
Purpose	頭痛の薬 *zutzu no kusuri*	Preposition or attributive noun	*medicine for headaches* *headache medicine*	*medicine of headaches* *headache's medicine*
Subject matter	園芸の本 *engei no hon*		*gardening books* *books on/about gardening*	*books of gardening* *gardening's books*
Affiliation	早稲田大学の教授 *Waseda daigaku no kyoju*	Preposition or proper adjective	*a professor at Waseda University*	*Waseda University's professor*
	韓国の学生 Kankoku no gakusei		*a Korean student*	*Korea's student*
Description	白髪の老人 *shiraga no rojin*	Adjective or attributive noun	*a white-haired old man*	*a white hair's old man*
	革のベルト *kawa no beruto*		*a leather belt*	*a leather's belt*
Relation	友達の作ったクッキー *tomodachi no tsukutta kukkii*	Relative clause	*the cookies my friend made*	*my friend's made cookies*
Apposition	主人公のフォレスト・ガンプ *shujinko no Forrest Gump*	Appositive	*the hero, Forrest Gump*	*a hero's Forrest Gump*

team game played in class, with points going to the team that chooses the correct answer most often. Another possibility for a team game would be a race to make correct sentences from words given out of order (on index cards or in a list or wordsplash), with a few distracting prepositions or possessive markers added.

Encouraging students to self-monitor, paying attention to mistranslations of の in their own speaking and writing, can also be beneficial. Oxford (1990) notes: "Tracking the cause of the problem, such as overgeneralization from a native language rule, or inappropriate verbatim translation, helps learners understand more about the new language or about their own use of learning strategies" (p. 161). In writing classes, this can be a focus for a self-editing or peer editing activity; students can be given a set of guidelines like the one shown in Figure 2 (teacher-made or self-made), and then focus on finding instances of mistranslated のconstructions in their own or their classmates' work.

One technique that can be used for independent practice is E-J-E translation (adapted from Ishii, 2000). Students read an English text of interest to them, at or slightly beyond their reading level, translating mentally into Japanese as they read. When they come across a phrase that translates as a の construction, they copy the English sentence into a notebook or onto a flashcard, and write their own Japanese version on a different page or column of the notebook or the reverse side of the card. Students can then review by first looking at the Japanese version (with the English original concealed) and mentally translating back into English, then checking their translation against the original. These can be reviewed at gradually increasing intervals to establish the patterns in long-term memory (Oxford, 1990, pp. 66-67). This technique provides learners with practice in translating Japanese の constructions into English, as well as a way to verify the accuracy of their translations independently of the teacher.

Use:

It would not be easy, or even necessarily desirable, to construct an exercise that would give students the opportunity to produce meaningful and relevant utterances containing *all* the English equivalents of の. Certain aspects, however, can be worked on one at a time. For example, family or business introductions ("This is my aunt's husband Yoichiro Sato, a history teacher at Yoshikawa High School") would provide a context for relationships, description, apposition, and affiliation. Requesting specific items from someone about to go shopping or on a trip could provide a context for origin, description, material, purpose ("I need some of those brown sugar throat candies from Okinawa") and other functions.

Journal writing provides a context in which students will frequently need to use many of the equivalents of の. An excerpt from Ishihara (2001): "My friend Brad showed me a picture of his new girlfriend...I wish I had one like her" (p. 194), for example, contains at least three uses of の (apposition, possession, and representation) in one sentence.

As students use these various patterns more often in speaking and writing, the scaffolding provided by rules and translation techniques should cease to be necessary; the ultimate goal is to have the correct pattern available for immediate recall, bypassing the L1 entirely if possible. Until students reach that level, however, the rules of equivalency and practice techniques are provided as intermediate steps. The more practice students have with these patterns in context, the better able they will be to use them with confidence, until they can say about all the various English equivalents for the の construction: "No problem!"

Acknowledgements

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Considerations for Securing an English Teaching Position at a Japanese University (Part 1)

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Securing employment at a Japanese university can seem an impossible proposition. It is not unusual to hear assertions that such jobs can only be had through personal connections, that only PhD's need apply, that you need publications, that you must be a new graduate, and so on. As in any field of employment in any country, there is a degree of truth to many such assertions; however, securing a job at a Japanese university is little different from securing any job anywhere: Research the job you want, acquire the requisite credentials and experience, meet the requirements, and apply.

Clarification of Terminology

A clarification of relevant Japanese terminology should benefit readers both inside and outside Japan, although it must be said that some of the following terms' meanings are changeable. Terms for teaching positions' names, in English, were compared and taken from Japanese colleagues, the *Monbukagakusho* (Ministry of Education, Science, Sports and Culture, see below) and Japan Information Network (1999; hereafter, JIN) sites and Aldwinkle (1999).

- Monbusho, now properly known as Monbukagakusho: the Japanese Ministry of Education, Science, Sports and Culture, on the web in English at <www.mext.go.jp/english/>.
- *daigaku:* a university or college
- *tanki daigaku,* often abbreviated as *tandai:* a junior college
- *kyouju:* professor
- *jokyouju:* assistant professor
- *koushi:* lecturer
- *joshu:* assistant
- *gaikokujin kyoushi:* literally a "foreigner teacher" but often translated as a "visiting lecturer," a full-time position for a foreign national who is not treated as a Japanese national
- *gaikokujin kyouin:* a full-time position held by a foreigner who is treated as a Japanese national, which means Japanese ability is usually required and position will likely be tied to age
- university: a four-year college
- junior college: a two- or three-year college

Gaikokujin Kyoushi

As can be seen from the list above, there are many types of positions at Japanese universities, as at universities elsewhere. For those seeking positions, the Japanese position title is more important in terms of expected job conditions than the English title. This article will focus on *gaikokujin kyoushi* positions, since these are positions created specifically for foreigners and are probably far more common than *gaikokujin kyouin* positions; these two terms for positions may be used differently at private institutions. Those seeking *gaikokujin kyouin* positions in particular might be interested in reading, in Japanese, *Daigaku Kyouju ni naru Houhou* (Washida, 1991) and *Shin Daigaku Kyouju ni naru Houhou* (Washida, 2001), the latter a collection of the author's serial articles on the topic of securing university employment that were published in the October 1998 to June 2001 issues of the Japanese magazine *Executive*. Both books deal specifically with securing positions at Japanese universities, for Japanese, although they both contain information applicable to foreigners as well. It should be noted here that "[g]enerally speaking, as a native English speaker, you need an MA to teach in universities..." (Kitao & Kitao, 1996). Anecdotal evidence suggests that those seeking English teaching positions should have degrees in linguistics, applied linguistics, or TESOL.

Japanese Universities, Present and Future

There are 1,221 universities and junior colleges in Japan: 119 national, 127 other public, and 975 private (Monbukagakusho, 2001h, 2001d). In 2000, there were 5,038 foreigners teaching in some capacity at universities and 496 at junior colleges (Monbukagakusho, 2001c, 2001b). Out of the total 137,568 part-time teachers at universities, foreigners numbered 8,780; out of 33,852 part-timers at junior colleges, 1,754 (Monbukagakusho, 2001c & 2001b).

According to Monbukagakusho (2001f), the number of incoming university students actually increased fairly steadily from 132,296 in 1955 to 599,655 in 2000. The total number of university students has also increased (Monbukagakusho, 2001g; Japan Information Network, 2001c), a pattern which applies to the number of university

本論文は前後編の、前編である。日本の大学の基本情報及び教師の状況とその選考基準を紹介し、さらに、筆者やその同僚がいくつかの国立私立大学に応募し、教員として働いた経験をもとに、英語教師職に応募する際に重要だと思われることを論述する。

teachers as well (Japan Information Network, 2001b). For junior colleges from 1981 to 2001, the numbers are grim, with enrollment peaking at 530,924 in 1993 and declining steadily to 289,199 in 2001 (Monbukagakusho, 2001e, 2001g), a pattern reflected in the number of teachers (Japan Information Network, 2001a). It seems likely that the continued growth in university enrollment is coming at the expense of junior colleges.

Expected declining enrollments and shrinking government budgets will hit junior colleges and, I expect, new universities with unproven track records the hardest. Another concern is the eventual privatization of national universities, which "will become self-governing entities in fiscal 2004" ("Colleges," 2002); privatization and its possible resulting closures, mergers, and downsizing may well spread to public universities and junior colleges as well. Januzzi and Mulvey (2002) claim that "[a]ccording to the OECD, Japan's high school population of 2 million is predicted to drop to 1.2 million by the year 2010," which highlights the universities' future difficulties. To illustrate their current financial difficulties, consider the following from the magazine *J@pan, Inc.*:

> The percentage of Japan's high school graduates who will enter a 4-year or 2-year junior college reached 48.6 percent, according to data from the Ministry of Education, Science, Sports, and Technology. That's up by about 10 percentage points from a decade ago. Unfortunately, last year about 30 percent of Japan's private universities and half of its junior colleges failed to attract a full enrollment, which means they'll admit almost [anyone] who can pay the tuition. Some parents have begun shopping for bargains. ("Blowfish," 2002, p. 56)

In short, a person applying to a Japanese university is advised to research the institution carefully, a point discussed more fully below, because the university in question might already be living on borrowed time. While this author would not presume to predict which specific institutions, or even fields of study, are the safest, some thought to this should be given. With the gradual withdrawal of *Monbukagakusho,* changes in employment policies for both Japanese and foreigners are possible. Certainly the possibility exists that foreigners in contract positions may find themselves out of work if the funding that *Monbukagakusho* currently provides subsequently disappears.

What a University or Junior College Position Can Offer

University and junior college teaching positions can vary widely by conditions of employment. However, most offer salaries comparable to those offered in universities in other developed countries as well as bonuses, limited teaching hours, long vacations between semesters, research leave options, and private office space. Though exact benefits may vary by institution, below is a list of some benefits taken from the author's and his colleagues' job contracts, and from Aldwinkle (1999): A weekly maximum of 14 teaching hours, which means seven 90-minute classes a week; bonuses in the summer and winter, totaling about five months' salary; a domestic research allowance (*kenkyuuhi*) to cover the costs of transportation and housing related to research expenditures; an equipment budget, which may or may not be shared among colleagues; free housing, subsidized housing, or a subsidy payment for privately arranged housing; access to the institution's facilities, particularly its library and printing facilities; reimbursements for moving expenses to and from and within Japan; free round-trip tickets to your home country point of origin once every couple of years; and an office that typically includes Internet access. Some institutions will also provide unemployment and health insurance, *shitsugyou hoken* and *kenkou hoken*, respectively. Attendance at faculty meetings may be required. The main vacation periods tend to be mid-February to the end of March, late July to the end of September, and two weeks roughly centered on the new year. Some universities will require you to be present during these periods; others may require that your absence be explained, such as being away on officially documented foreign research leave. Yet others will ask only that you return by the end of the vacation period. For *gaikokujin kyoushi* positions, you will likely be required to sign a one-year contract; if the hiring institution's advertisement states a fixed period, such as "renewable up to three years," your chances of being asked to leave before reaching the limit are quite low, so do not worry about whether your contract will be renewed once you have been hired; however, your chances of staying beyond the stated limit are likely zero.

Finding Open Positions

Contrary to conventional wisdom, most Japanese universities do advertise some or all of their positions. In 2000, 96 of 99 national universities, 67 of 72 public universities, and 249 of 480 private universities publicly announced teaching positions (Monbukagakusho, 2001a). Though every issue of *The Language Teacher* provides a list of Internet job resources, as well as jobs, under the section title "Web Corner" (see, for example, "Web Corner," 2002), I would like to provide a supplementary list, with comments as to the selection of jobs listed. Perhaps the best source for locating a Japanese university position is the Japan Research Career Information Network (hereafter, JRECIN; <jrecin.jst.go.jp>). Some other online resources that occasionally carry Japanese university positions include Dave's ESL Cafe (<www.eslcafe.com>), TESOL's freely accessible job site (<tesol.jobcontrolcenter.com>), the Chronicle of Higher Education's Career Network (<chronicle.com/jobs>), the Linguist List's "Jobs in Linguistics" (<www.linguistlist.org/jobsindex.html>) the American Association for Applied Linguistics (<aaaljobs.lang.uiuc.edu/current.asp>), and DaiJob.com (<www.daijob.com>), which lists positions in Japan for numerous career fields. Job postings also occasionally appear in language-related email lists, many of which can be joined freely; information on such email lists can be found at the Linguist List website (<www.linguistlist.org/lists.html>) and (<www.ling.lancs.ac.uk/staff/visitors/kenji/lisling.htm>). For job openings in print, some departments collect job advertisements, which may or may not be displayed openly; at the first Japanese institution where I worked, such lists were posted in front of the departmental library; you should enquire about such advertisements at the institution nearest you. Various periodicals offer university and junior college job advertisements, for example, in English, *The Language Teacher* and, rarely, *The Japan Times*; in Japanese, the *Eigo Seinen* (<www.kenkyusha.co.jp/guide/mag/sei-hen.html>) and *Shin Eigo Kyouiku* (<www.shin-eiken.com>), both of which are published monthly.

According to Washida (2001, p. 157-162), the five key points for securing a Japanese university job are sending out résumés, applying for advertised jobs, asking your professor (if you are still a student) for leads, asking relevant organizations' committee heads, and lastly asking family and friends. Neither I nor any of my colleagues has used the so-called "cold calling" technique of sending unsolicited résumés to various universities, departments, or individual professors. Akin to junk mail, such résumés or requests are apparently discarded without further consideration, even when forwarded to faculty members in charge of hiring. However, positions requiring immediate filling, which can limit competition to whoever has documents on hand, can and do open abruptly; an unsolicited résumé can thus become serendipitous for both applicant and institution. That said, people considering this approach would do well to apply at or near the end of the spring or fall semesters, mid-February to late March (in preparation for the Japanese fiscal year starting April 1st) and September, respectively, when most staff turnover problems occur.

Although others might disagree, I feel you should not overlook limited term positions, especially if you're just beginning an academic career in Japan, since they are a good way to get your foot in the door; moreover, such jobs expand your range of opportunities (Washida, 2001, p. 133). Of course, once you get a job, you should work hard so you can become eligible to step up to better positions, if possible, in the same or a different university (Washida, 2001, p. 135). Part-time university work can also help you in your applications to full-time positions; however, for those who lose their university positions, taking part-time jobs to bide time in the hope of securing another full-time position during a later hiring season can unfairly mark you with the stigma of failure.

In the second part of this article, I will provide information useful for researching and applying to Japanese institutions. Some of the topics to be presented include the importance of publications, publication strategies, resumes, Japanese ability, and interview questions.

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CALLing Japan: A Survey of Professional Opinion

Nathaniel Edwards, ***Kanazawa Institute of Technology***

Introduction: Background and Questionnaire Data Collection

Last year, I had the opportunity to travel across Japan, giving CALL presentations as a feature guest speaker at JALT Chapter meetings in Kagoshima and Nagasaki in the south, Fukui in central Japan, and Akita in the north. The purpose of this lecture/workshop series was threefold: to raise CALL awareness among language educators across the country, to share creative ideas and to demonstrate practical CALL classroom applications, and most importantly to assess the current state of CALL across Japan by analyzing firsthand the attitudes of both teachers and their students in a broad range of teaching environments (primary, secondary, tertiary, private language schools, and business). The workshops introduced lesson plans which covered the use of such varied CALL tools as global "live" webcams and Internet Relay Chat (for published versions of my lesson plans, see Ryan, 2000).

The key issues of CALL barriers and incentives, as well as personal teacher experiences in the language classroom, were also examined in the extended follow-up discussions that I guided in which teachers responded to a questionnaire. For the questionnaire I took a very broad definition of CALL, meaning it to include any form of language teaching that made use of the Internet or computers, ranging from printing materials or pictures as handouts, to video conferencing, to the use of computer laboratories.

Presentation Follow-Up: The CALL Questionnaire

Listed below are the questions that appeared on the questionnaire. Teachers were asked to write and then discuss/compare their responses in groups and in general class discussion. Questions used were formulated based on the results of a discussion of CALL at a Fukui JALT Chapter Meeting in December, 2000 (please email me at <edwardsn@neptune.kanazawa-it.ac.jp> for detailed responses to the questionnaire):

1. Do you sometimes use CALL in your language classroom? If so, what kind of specific activities do you use or design? Please be as specific as possible. Share your personal CALL experience with fellow group members. (Briefly describe the type of school where you work and the kind of students that you teach).
2. If you never use CALL in your lessons, please discuss frankly the reasons why with fellow group members.
3. Please discuss some of the pros and cons of using CALL applications in your language classroom with fellow group members. Try to list at least five advantages and five possible disadvantages or potential problems/barriers.
4. The United States and Canada have the highest per capita Internet use in the world, in the classroom, at work and at home. What is the situation in Japan?

本論文においては、鹿児島、長崎、福井、秋田JALT支部で行われたCALLに関するアンケート調査を考察する。各地区の教師の意見を通して、日本におけるCALLの現状を明らかにし、CALLの促進を目的としたJALTの活動も紹介する。

5. Which of the four CALL ideas presented today are you most interested in? Why? When and how would you like to use it in your classroom?
6. Are you a member of the JALT CALL SIG? If not, then why not join us today?

Summary of Japan CALL Survey Results and Conclusion

The questionnaire results revealed several common points and widespread perceptions shared by educators about the current state of CALL across Japan, regardless of the region and the particular teaching environment, from north to south. At every meeting I attended, native speaker teachers (American, Canadian, British, and Australian) all actively used the Internet for a wide variety of personal and work-related purposes (email, research, music, news, etc.) far more than their Japanese colleagues, reflecting the popularity and widespread use of the Internet in daily life in their own countries. This is in sharp contrast to Japan where most people use some email features, and limited Internet access is available through popular cell phone services. However, in Japan most teachers and students are only now waking up to the enormous benefits of CALL.

The list of such potential benefits is impressive; Cummins (1998) maintains that computer-assisted text scaffolding gives students a wide range of learning options, allows them to work at their own pace and gives them access to authentic texts. Bicknell (1999) writes that web publishing can be used as a powerful motivational tool, giving students a global audience for their writing, combining four skills, research, and computer literacy. Healey (2000) insists: "One of the greatest advantages of technology in language learning is direct and immediate communication between peers while using genuine language as best they can to talk about things that they 'relate' to." These are all persuasive arguments for the use of CALL.

However, most school administrators—the key decision-makers in allocating school resources—seem less than enthusiastic. Grant and Silva (1999) report: "Japan's educational leaders have been late to include the Internet in educational policy." This is evidenced in the general lack of hardware, software, and CALL teacher training at virtually every level of language education, something which seems surprising to anyone who has taught in North America.

There are of course some exceptions to the rule, but they are few and far between. Gallian and Maggard (2000) note that in 1994-1995, the founding year of their college, schools in Japan with computerized classrooms and campus-wide computer networks providing students with Internet access were "a rarity." They still are, as evidenced by Allan (2001) in a Nagasaki JALT Chapter Report: "It was evident from the responses during the meeting that many schools [in Japan] are not set up for mass student access to the Internet."

It is truly a paradox that in Japan, one of the world's most technologically advanced nations, and a major exporter of computer equipment, computer skills in general, not just CALL, appear to be given such a low priority in schools across the country and at all levels of education. Cultural and traditional factors explain this in part; for example, handwritten, not typed, essays are still the norm in most university courses, and only handwritten resumes are accepted for most job applications. Memorization, in the words of one survey participant, is still valued more in schools than autonomous learning or the ability to conduct independent research (using the Internet, for example). Kitao and Kitao (1995) predicted the following: "English instruction in the future will be much more varied than it is now...computers are useful in fulfilling the need for individualizing instruction" (p. 563). Seven years later, the widespread use of CALL in Japan, despite its great promise, has yet to become a reality.

Obviously, economic factors pose a significant barrier to CALL in the language classroom, and are perhaps even the single greatest obstacle. The incredibly high costs of phone calls, and high speed Internet service in Japan have had a negative impact on education, presenting a significant barrier to information on the Internet and to international communication using Chat, Video Conferencing and Webcams.

An astounding variety of powerful new learning technologies, free plug-in software programs that are widely used and are now simply taken for granted in North America at home, at school, and at work, are being under-utilized in Japan due primarily to high access costs. This perception was clearly voiced in each of the discussions at JALT Chapter Meetings across Japan I attended. It was even suggested by several Japanese educators that schools should be given a special discount on Internet access and phone call charges in order to promote the use of CALL and other important information technologies in Japan.

JALT CALL 2002: Local Decisions, Global Effects

As part of JALT's continuing effort to promote CALL, the JALT CALL SIG's annual conference was held at Hiroshima Jogakuin University, May 18-19, and was a resounding success, attracting participants from over a dozen different countries. With my colleague Michael Depoe, I gave a presentation on EFL applications of instant messenger services. The follow-up discussion with the audience, including both native and non-native English speakers, both beginner and expert computer users, was truly stimulating, and generated new ideas and directions for future research.

I was also impressed by the enthusiasm for CALL and energy exhibited by all of the presenters and participants from across Japan and abroad. Included in the long list of conference supporters were no less than five JALT Special Interest Groups: CALL, Global Issues, Other Language Educators, Pragmatics, and Eikaiwa. The conference team headed by Timothy Gutierrez, Fujishima Naomi, and Iwai Chiaki did a fantastic job, along with all of the hardworking volunteers, making an invaluable contribution to language education.

Clearly, with so much growing support, reflected in the increasing size and scope of the annual JALT CALL conference, and steadily rising membership of the JALT CALL SIG, CALL in Japan has a bright future indeed. It is important to remember that CALL is not a panacea for language learning; it comes complete with its own unique problems, obstacles and frustrations, all painfully, embarrassingly familiar to anyone who has ever used a computer. However, based on the random nationwide sampling of opinions that I conducted, it would seem that the vast majority of language teachers in Japan, both Japanese and native-speakers, are at least curious about CALL, would like to learn more, and would use it if given adequate time, support, and resources to enhance their regular classroom lessons. Indeed, as Vaughan (2000) states: "Freedom (for language teachers in Japan) to opt out of the technological revolution may in future become more limited."

As interest in and awareness of CALL resources increase steadily in Japan, and the very recent, revolutionary new competition between phone companies and ISPs intensifies, finally bringing exorbitant telecommunication costs down, the importance of CALL will undoubtedly grow rapidly in the years ahead.

JALT is doing a great deal to support CALL through a wide range of excellent publications and through its annual CALL SIG conference. For more information on how to join the JALT CALL SIG, participate in CALL related events, and receive exciting new publications for all levels of computer users, projects, papers, and the annual conference, please visit <http://www.jaltcall.org/>.

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JALT Journal Associate Editor Position Announcement

JALT Journal is seeking an experienced writer/researcher for the position of Associate Editor, to become JALT Journal Editor following completion of the current editor's term. Applicants should submit a copy of their resume, a list of publications, and a cover letter indicating their editorial experience and their interest in the position. Please send applications to:

Brad Visgatis, JALT Publications Board Chair
Osaka International University
6-21-57 Tohdacho, Moriguchi, Osaka 570-8555.

The application deadline is September 30, 2002.

Chapter in Your Life

edited by joyce cunningham & miyao mariko

This month, Okinawa JALT shares its ideas and plans with you and invites you to give a presentation at a chapter meeting. The coeditors remind you that we are interested in receiving 800-word reports about your chapter's activities, challenges, and solutions in English, Japanese, or a combination of both.

Okinawa, the Land of Opportunity

On January 25,1980, the first meeting of Okinawa Chapter, JALT was held at Yunaso in Yogi, Okinawa. Those that gathered represented a mix of post-secondary institutes (the University of the Ryukyus and Okinawa Christian Junior College) and various high schools on the island. They were dedicated to finding ways to improve their teaching skills and to helping their students learn English.

It was thought that by becoming part of JALT (only five years old at the time) they could meet in an atmosphere of professional camaraderie. It was decided that by meeting on a regular basis they could present and discuss their ideas on language theory and teaching methodologies.

Over the years the organization has waned and grown. At times only a few dedicated leaders kept the organization alive. Recently, after a few years of poor leadership the current officers have regained the vision of the original founding members. The Okinawa Chapter has rededicated itself to meeting the needs of its members by stimulating the professional growth of its members.

Currently we have 30 members with about 10 people who joined as local members only. Generally we have between 25 to 40 people in attendance, and this number is growing each meeting. We now try to have ten meetings a year (excluding August and February). One of our goals is to bring outstanding presentations to Okinawa from the mainland of Japan and from around the world. We will consider any presentation proposal that other JALT members would like to make at one of our future meetings.

We in the Okinawa Chapter JALT believe that any organization must have a vision for the future. This means that we must know where we want the organization to go, what it can do, and how to get there. We know that we must have integrity and an absolute dedication to do what is right. We know that officers of any organization must have commitment and loyalty to the chapter. We believe our officers must promote a flexibility that empowers others to do their best. We feel that new members must be nurtured and cared for as they learn to become the future leaders of our organization. In any volunteer organization, communication is of vital importance. So, one of our goals is to keep the channels of communication open between the officers and the general membership.

Recently, the Okinawa Chapter JALT has proposed a number of projects designed to create an atmosphere of leadership and professional growth in our members. The first project is the *Power of the Pen English Language Writing Contest* for Senior High School Students in Okinawa. Over 58 letters were sent out to the high schools on Okinawa to invite students to participate in a writing contest. Those that applied were sent three questions in three different modes--Narrative, Descriptive and Persuasive. On the day of the contest (June 9) one of the three questions was selected (the persuasive question) and the students had to write a 300-word essay within 90 minutes. Evaluation was based upon a set of criteria established with member input. One grand prizewinner and three first-place winners were presented trophies and scholarships at the June 30 regular meeting.

We found three positive aspects to the *Power of the Pen Project*: 1) students increased their ability to write in English, 2) our members had increased opportunities to improve their leadership skills, and 3) potential members could see the positive aspects of our organization.

Because of the success of the *Power of the Pen Project*, we have other activities that we would like to carry out in the future. These include a local elementary school speech contest; a local resource center of professional books, videos of chapter presentations and related materials; and a local Okinawa Chapter e-group that would allow us to conduct member discussions on topics of professional interest.

Finally, in the past we have successfully held professional book fairs and mini-conferences with national publishers. We feel that this is a valuable asset in the development of any organization--working with those that provide the resources to the profession. Therefore, we plan to offer regular mini-conferences in the years ahead to provide educational stimulation to our members.

Okinawa Chapter JALT is not unique in its desire to create a positive environment of growth and learning for its members. Every chapter can provide professional development for its members, but it takes leadership and a vision for the future. If you wish to join us, please contact Dr. Lyle E. Allison in Okinawa at <okijalt@yahoo.com> or telephone: 81-98-946-1764. Our regular meetings are usually held on the last Sunday of the month at Okinawa Christian Junior College.

Reported by Lyle E. Allison, President

My Share

edited by erin burke

Got a great teaching idea?

Why not write it up and submit it to My Share? Please note the following guidelines:

1. 700-word limit per article.
2. Articles are published based on their usefulness and originality. Run-of-the-mill teaching practices available in the average textbook are not suitable.
3. Make sure to include a quick guide at the beginning of the article, including a materials section. See a recent My Share article for an example.
4. My Share is a very practical column for both native and nonnative speakers. Procedures should, wherever possible, be written in a step-by-step format in simple, concise English. Theoretical background and citations should be kept to an absolute minimum (if any).
5. Please make sure there is NO auto-formatting.
6. MS Word is our preferred program.
7. Short ideas of less than 200 words may also be submitted for the Mini Share section.

<tlt_ms@jalt.org>

Starting and Ending Conversation Classes with a Conversation

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Quick Guide

Keywords: Starting classes, conversational structure

Learner Level: Up to intermediate

Learner Maturity Level: Junior high school and above

Preparation: Five to ten minutes once or twice

Activity Time: About five to ten minutes.

Materials: None

Procedure

Learners' ability to negotiate themselves in and out of conversations, by selecting and linking appropriate topics successfully, is an essential skill towards developing communicative competence. Learners who fail to develop appropriate cohesion, linkage, and suitable beginning and ending markers can be exposed to a sense of helplessness and may become passive. The method below is one way of helping learners brush up these skills in class.

This methodology can be used in a variety of classes to expand the students' range of possible topics, practice basic question structures, maintain or change topics, and to become familiar with the phrases used in starting and ending conversations. It can also help students become more familiar with each other and feel more relaxed about speaking English in class. It is also a lot of fun!

At the beginning of class, ask the students to stand up. Say you have some questions for them to answer. Tell them that *any* answer or response is fine, even asking for repetition or saying they don't know the answer are considered appropriate responses. Students voluntarily raise their hands to answer, and after they have answered, they may sit down.

Teacher-centered conversation

Teacher: Hi!
Student 1: Hi! (sits down)
Teacher: How's it going?
Student 2: Not so bad. (sits down)
Teacher: Did you see the soccer on TV last night?
Student 3: Pardon me? (sits down)
Teacher: Did you see the soccer last night?
Student 4: Yes. It was fun. Did you? (sits down)
Teacher: Well, actually, I...

Often at this stage there is a "release" of giggles. It may be the first time many students have used English and not had their grammar automatically commented upon. The response itself is enough, and students are often surprised that communication in English (even in class) can be this painless.

Tell students that the first questions will be the easiest and that they will progressively become more challenging. You can say there is a special surprise for the last person left standing and get that student to ask you something. Feedback and shadowing are also permissible responses. Generally speaking, students quickly realise it is best to volunteer early. Finally, move to the end of the conversation, saying *Good bye* or *See you later.*

Option 1: The teacher starts, but near the end of the conversation, asks the class to be the speaker with students asking the questions. This can start slowly, but gradually the students tend to become more adventurous. Remind students to try and continue with the same topic, or change the topic, using appropriate markers such as *Anyway, . . .* or *By the way . . .* Students are compelled to pay attention to the flow of the conversation.

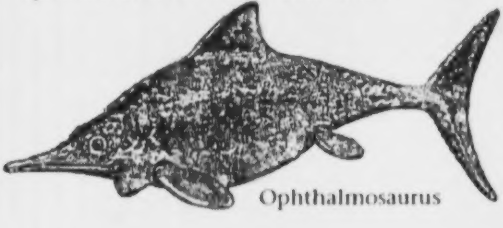
Option 2: The next phase is choosing a student to start. He or she leads the conversation. With larger groups, divide the class into two groups and ask two students to be the focus for each group. Students seem to enjoy the freedom of this Win-Win situation, where students are rewarded for any and all contributions.

Student-centered conversation

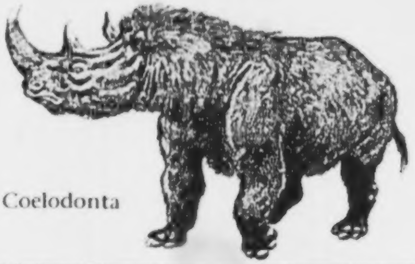
Student A: Hello!
Student 1: Hi. Nice to see you. How are things? (sits down)
Student A: I'm a little tired. It's so hot today.
Student 2: Yeah. By the way, what are you doing after class? (sits down)
Student A: After class? I'm going to the library.
Student 3: The library? Do you have some homework? (sits down)
Student A: I have to pay some money.
Student 4: Pardon? Some money? (sits down)
Student A: Well, it was nice chatting with you.
Student 25: Yeah, thank you. See you next week. (sits down)
Student A: OK, bye.
Last Student: Bye. (sits down)

This method can be a good way of helping students think about greetings, questions, topics, and feedback. It can also be a fun way to start (or finish) a class, and help students participate more easily, regardless of level. It also encourages student language production.

What were those exotic creatures mentioned in the Willey My Share article in *TLT*7? Here, for those a little weak in their paleontology, are an Ophthalmosaurus and a Coelodonta.



Ophthalmosaurus



Coelodonta

Integrating Reading and Speaking: Jigsaw Newspaper Reading

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Quick Guide
Keywords: Reading, vocabulary, pair and group work
Learner English Level: Intermediate to advanced
Learner Maturity Level: Young adult and up
Preparation Time: Varies
Activity Time: 45 minutes
Materials: Newspaper articles (2)

In jigsaw reading, learners read different parts of a text and then jointly perform a task to see how their parts link up (Grabe & Stoller, 2002). The version of jigsaw reading described here uses two different, but related, newspaper stories as input for a discussion task.

Depending on the materials, learners' proficiency levels, and course goals, a language focus on vocabulary, question formation, or reported speech may be appropriate or necessary.

Preparation

Find two newspaper stories on the same topic. One should be an earlier account and one a more recent article. To locate corresponding stories, try browsing the websites of newspaper publishers. Not only do many of these sites contain searchable archives; they often display links to related articles on the same page as recent news. Make enough copies to split the two stories evenly among members of the class. For my class, I used two short articles about the Mizuho Bank fiasco: "Bugs infest computers" (2002) and "Mizuho inspection starts" (2002).

Procedure

Step 1: Pre-teach vocabulary and activate prior knowledge of the topic (for example, ask whether students have read or heard about the trouble at the Mizuho Bank).

Step 2: Inform the class that they are reading two accounts of the same story and tell them which is the most recent version. Designate the students with the earlier version Pair A, and the students with the most recent version Pair B.

Step 3: Pair A will read and then work together to write a set of questions based on their reading. Encourage them to write questions about the outcome of the story, which are not answered by their text. Invite Pair B to anticipate Pair A's questions by reading once and then scanning for events which are recent developments in the story. Allow them to mark the text, highlighting and underlining key parts.

Step 4: Next, ask the A pairs to form groups with the B pairs. Tell them that Pair A will ask questions about the story and Pair B should try to answer them. Before starting, present some possible replies for challenging questions. A few replies like these should encourage the groups to continue their discussions in the target language:

> *Sorry but I don't think our article has that information.*
> *That's still not clear.*
> *That wasn't reported.*

Step 5: Monitor the discussions, directing students to parts of the text that give answers to Pair A's questions whenever necessary.

Step 6: When the discussion is finished, ask the class for examples of questions that were successfully answered to check that the whole class comprehended these parts. You may also wish to invite speculation on any unanswered questions.

Conclusion

Many students in my reading skills course for third and fourth year university students had already been exposed to the Mizuho Bank story. After reading, questions presented in the group discussions included the following:

> *Do they still have the problem?*
> *How does the government feel about this?*
> *Did they [Tokyo Electric Power Company] receive their payment?*

Because the latter version of the story did not always contain straightforward answers, the questions sparked a fair amount of guesswork. Here, after employing the replies above (e.g., *That wasn't reported*), students worked together to identify the best possible conclusions to be drawn from their texts, forming hypotheses based on the information available to them.

At least three benefits related to reading instruction emerged during the discussion sessions. Students used new vocabulary, searched their texts for information, and read stretches of text aloud in a meaningful context. I found jigsaw newspaper reading an effective and enjoyable way to integrate reading and speaking in my classroom.

References

Grabe, W. & Stoller, F. L. (2002). *Teaching and researching reading*. Harlow: Pearson Education Unlimited.

Bugs infest computers at Mizuho. (2002, April 5). *The Asahi Shimbun*. Retrieved May 9, 2002, from <www.asahi.com/english/business/K2002040500508.html>.

Mizuho inspection starts today. (2002, May 8). *The Asahi Shimbun*. Retrieved May 9, 2002, from <www.asahi.com/english/business/K2002050800497.html>.

MiniShare

Gone Globe-trotting

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Quick Guide
Key Words: World Factbook, Internet, treasure hunt, scavenger hunt
Learner English Level: Beginner
Learner Maturity Level: Upper elementary school and above
Preparation Time: The time needed for the teacher to become familiar with the content and design of the *World Factbook* website
Activity Time: 1 hour
Materials: At least one computer with Internet access for every two or three students, copy of crossword below.

The *World Factbook* is a reference book on countries around the world published by the Central Intelligence Agency. It contains current data on each country's geography, people, government, and economy. This lesson seeks to introduce students to the electronic version of the *World Factbook* and to practice Internet searching skills. Students will need computers with a web browser and Internet access. Depending on the number of computers available and the size of the class, students can work individually or in teams of two or three.

Procedure

Step 1: Introduce the activity by asking students to name two countries where English is spoken.

Step 2: Ask the students where those countries are located and what the names of the capital cities are.

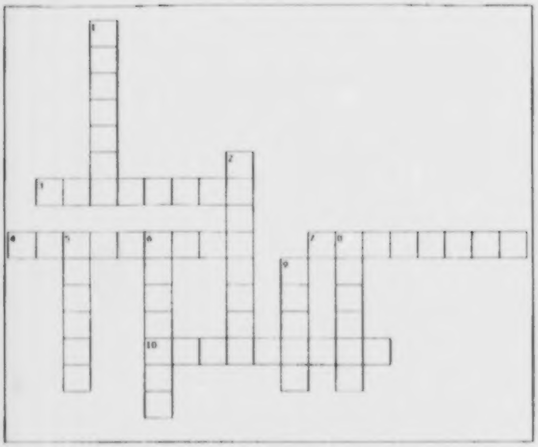
Step 3: Have the students launch their web browsers and point to the website <www.odci.gov/cia/publications/factbook/index.html>.

Step 4: Point out what data regarding each country can be found in the *World Factbook* and demonstrate how to locate information about a particular country.

Step 5: Assign the following crossword puzzle.

Step 6: Circulate around the classroom addressing technical difficulties or answering questions.

Step 7: Go over the answers before the end of class.


1
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Across

3. Addis Ababa is the capital of this country.
4. This large Spanish-speaking country is in South America, between Chile and Uruguay.
7. Kuala Lumpur is the capital of this country.
10. This is a country in Southeastern Asia. It is made up of several islands between the Indian Ocean and the Pacific Ocean. Its capital is Jakarta.

Down

1. Even though this country has many native American languages, this is the official language of Venezuela.
2. This is the capital of Bosnia.
5. This is one of the languages spoken in Switzerland.
6. People in Turkey speak this language.
8. This is the official language of the Sudan.
9. People from Denmark are referred to by this name.

Answers

Across
3. Ethiopia
4. Argentina
7. Malaysia
10. Indonesia

Down
1. Spanish
2. Sarajevo
5. Indonesia
6. Turkish
8. Arabic
9. Danes

Pera-Pera Points

Nick Mieuli, *Umi Town Board of Education*
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Quick Guide
Key Words: Student motivation, point system
Learner English Level: Any
Learner Maturity Level: Junior high school
Preparation Time: Once the chart has been prepared, none.
Activity Time: Varies. Can be integrated into any speaking activity.
Materials: The Pera-Pera chart

Pera pera is a great Japanese word that means fluent or talkative. Encourage your students to speak English in class by giving them Pera-Pera Points. Students keep track of their points on the chart and watch their pera-pera level increase over the term.*

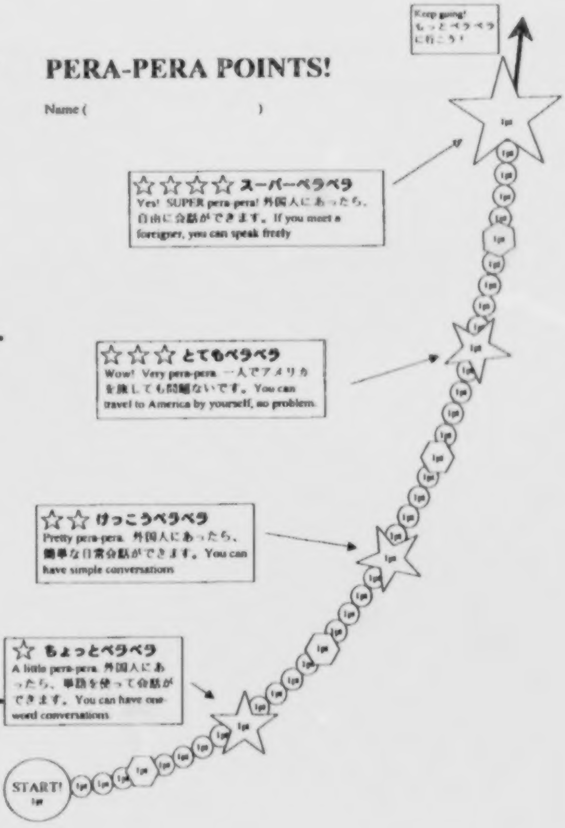
Pera-pera points are good because:

It teaches that speaking English leads to increasing fluency.

It motivates learners without threatening them with consequences to their grade or bribing them with prizes. Being pera-pera is the reward.

Forty points to reach Super Pera-Pera may not seem like a lot, but in large junior high classes, students really need to work hard to get a chance to speak. Anyway, you can always make additional sheets such as: Hyper Pera-Pera, Ultra Pera-Pera, Unbelievably Pera-Pera etc. Be sure to email me a copy.

*Note: At the Very Pera-Pera level it says "You can travel to America by yourself." This refers to survival English such as asking for prices in a shop or ordering from a menu.


PERA-PERA POINTS!
Name (   )
Keep going! もっとペラペラに行こう!
☆☆☆☆ スーパーペラペラ
Yes! SUPER pera-pera! 外国人にあったら、自由に会話ができます。If you meet a foreigner, you can speak freely
☆☆☆ とてもペラペラ
Wow! Very pera-pera. 一人でアメリカを旅しても問題ないです。You can travel to America by yourself, no problem.
☆☆ けっこうペラペラ
Pretty pera-pera. 外国人にあったら、簡単な日常会話ができます。You can have simple conversations
☆ ちょっとペラペラ
A little pera-pera. 外国人にあったら、単語を使って会話ができます。You can have one-word conversations
START!
1pt

Departments

Book Reviews

edited by amanda obrien

The Good Grammar Book. Michael Swan and Catherine Walter. Oxford: Oxford University Press, 2001. pp. xii + 324. ¥2,500. ISBN: 0-19-431519-3. Without answer key: pp. xii + 292. ¥2,230. ISBN: 0-19-431520-7.

The blazing orange and blue trim of Swan and Walter's newest offering, a grammar practice book for elementary to low-intermediate learners, have been very prominent in many a bookstore since its release some months ago. As might be expected, OUP has worked very hard to promote it through such media and venues as last November's PAC3/JALT Conference, direct mailings, emailings to members of their subscription service, and features on their website. In a way, the book has the feel and spirit of an interactive website, so it is not surprising that it has such a promotional presence in cyberspace. While it is not an "e-book" or available at present in CD-ROM format, it nevertheless borrows a few tropes and tricks from multimedia, and looks ripe for future adaptations of this kind.

The main selling points are its flexibility and its ability to parallel or complement strategies and features of spoken discourse. About flexibility: There are twenty-one sections, each covering both traditional structures and forms as well as interesting functions. The writers encourage learners to choose sections or units according to individual strengths, weaknesses, and objectives. If we compare this to the Azar books, or to guided practice course texts such as *Interchange, Headway, Side by Side, Impact*, etc., the effect can be a little unsettling for some learners, who tend to be inured to more prescriptive set pieces, not mixing and matching according to autonomous choices. On the other hand, this might be just what techno-savvy, idiom-influenced younger learners want and need. To help them out, each section contains a grammar summary, a pre-test, several short units with explanations and exercises, and a "test yourself" revision page. All of this is accompanied by attractive, often witty, full colour illustrations and diagrams.

As noted, the writers promised a variety of links with vocabulary and speaking practice. To that end, we tried out the eleven-page section 21 on "Spoken Grammar" and are pleased to report that it succeeded well. To tell the truth, we were considering this text as a sample exercise for a writing class, but in the event, it proved more suitable for a second-year undergraduate oral communication/conversation class. The opening grammar summary in section 21 touches on the problem of omitted words in spoken English when the meaning is clear. They used question tags, short answers, reply questions, and "so, too, either, neither" affirmative and negative "connectors" as cases in point. The ten-question pretest which followed was excellent, and included examples of all of the above chunks of grammar. It is supposed to be a self-diagnostic exercise for learners who want to plan their own work at home or in the classroom. Some of ours needed a nudge from above, which probably defeated the purpose of grassroots autonomy, but was effective and diagnostic nevertheless. We used the section on short answers ("To answer just 'Yes' or 'No' is not always very polite") as a way to elicit longer replies from participants in a Who Am I? What Am I? question-forming group game, using it prior to and subsequent to the activity. Meanwhile, the section on question tags lent itself very capably to pairwork practice. Other portions containing error correction, as well as the final self-tests, were good for role reversal and having learners function as *de facto* teachers. Where were the witty illustrations mentioned earlier? Admittedly, they were not so much in evidence in this particular unit. A favourite location remained section 20 on prepositions, where the pre-test is followed by shots of nine novel titles, including such notables as *Out of Africa, Darkness at Noon, Under the Volcano*, and *Gone with the Wind*. One knows we are in good hands with Swan and Walter when cultural general knowledge and humour somehow find their ways into the oft-unfamiliar locale of a grammar practice book.

The text comes with a two-page introductory glossary of "words for talking about grammar" and ends with six appendices: common irregular verbs, active and passive verb forms, capital letters, contractions, expressions with prepositions, word problems and a final two-page answer key to all of the pre-tests. There are two versions of the text: The longer, slightly more expensive one reviewed here has a very complete 33-page answer key, which certainly makes sense having. Both versions have a seven-page alphabetically arranged index of terms and topics used, with page references.

Tim Allan
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Film. Susan Stempleski and Barry Tomalin. Oxford: Oxford University Press, 2001. pp. xi + 163. ¥3,000 ISBN: 0-19-437231-6.

This new addition to the series of Oxford Resource Books for Teachers offers a practical guide to using film in the language classroom. Teachers familiar with video usage in EFL/ESL will know the authors, Stempleski and Tomalin, from their numerous publications in this area. *Film* is similar to others in the series in that it gives only cursory consideration to theory, concentrating instead on suggesting activities each of which are clearly defined in terms of time, materials and preparation required, student level, and procedures. The procedures for each activity are clearly ordered in succinct, recipe-style steps for easy following. A total of 68 activities are suggested, some of which feature photocopiable tasks. Activities are often illustrated with well-known recent and classic movies to demonstrate how they could work. Overall, the book is organized into seven chapters based upon activities: About film, Working with film clips, Creating film-related materials, Responding to whole films, Making comparisons, Focusing on characters, and Project work.

The strength of this book lies in its provision of novel ideas on using film for promoting the four language skills. What particularly sets this book apart from earlier publications in this area, however, is the inclusion of advice for exploiting the relatively new technology of DVD. It notes, for example, advantages such as the inclusion of special DVD-only features such as trailers, interviews, games, theme song videos, director's voice-over cuts, etc., (but otherwise, almost all other activities would work equally well with video). Whilst this inclusion is pleasing to see, there are errors in the advice on pages 106-107 relating to one of DVD's major advantages: the availability of different language soundtracks and subtitle options that can be changed instantly as required. The advice obviously refers to the authors' situation in the European DVD market rather than what is available here in Japan or elsewhere. *Film* finishes with potentially useful appendices including a glossary of film-related jargon, a list of Internet resources on film, a video troubleshooting guide, and details on differing regional standards. (The latter notes that whereas video has three systems, DVD features six, apparently to combat digital piracy problems more effectively).

This book is an ideal resource for teachers who have limited experience in exploiting film as, in addition to the above activities, the book proffers basic tips on how to select and use films in general. It would also be a useful resource for those who have to teach film appreciation classes as a number of the activities make suitable exercises, such as Director's comments (2.3), Establishing (or opening) shots (3.4), and Storyboards (3.8). Despite the generally positive comments above, however, for teachers experienced with using film, or for those with less proficient EFL learners, this book may be of limited value. I must admit that I did not find any activities which I am immediately inspired to try out in my future classes, although that may be more of a reflection of my personal teaching situation and style than it is of this very user-friendly book.

Reviewed by Robert Gee
Sugiyama Jogakuen University

Projects from the University Classroom reviewed in the April issue of the *TLT* can be ordered at <CUEprojects@yahoo.com>.

Recently Received

compiled by jennifer danker

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will not be available for review after the 30th of August. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to the Publishers' Reviews Copies Liaison.

(For Student's Books: contact Jennifer Danker <danker@cc.matsuyama-u.ac.jp>.)

Course Books

Business Vocabulary in Use. Mascull, B. Cambridge: Cambridge University Press, 2002.

Supplementary Materials

(For Teacher's Books: contact Kate Allen <kateob@kanda.kuis.ac.jp>.)

The Cambridge Guide to Teaching English to Speakers of Other Languages. Carter, R. & Nunan D. (Eds.). Cambridge: Cambridge University Press, 2001.

JALT News

edited by mary christianson

Hello, everyone! I hope you're finding ways to stay cool during these hot summer months. JALT has also been having a hot summer, full of excitement and big changes. In this month's JALT News, we report some of the more dramatic news that came out of the June Executive Board Meeting (EBM) in Tokyo—the resignations and replacements of four of JALT's most valued and hardworking directors (who can never truly be replaced!). Acting President Tadashi Ishida starts the column off with a letter of appreciation. Next Dave Magnusson, Acting Director of Public Relations, reports about the EBM and tells us about the new crew at the "front table." Lastly we hear from NEC Chair Edward Haig, who reports on nominations for the upcoming JALT elections. Next month's column will feature JALT's financial reports for the past fiscal year (not as dramatic, I know, but very important nonetheless!).

Letter of Special Thanks to Retiring Directors

To: Thom Simmons (President), Larry Cisar (Director of Program), Gene van Troyer (Director of Public Relations), and David Neill (Director of Treasury)

Dear retiring directors,

Your loss will be deeply felt by the organization. JALT members who knew you know that you carried out your duties with a tremendous amount of professionalism, dedication, and sense of mission. Many of you have put in a good part of your lives serving JALT. You have been working behind the scenes to make JALT what it is today: a first-rate organization. It is now time to honor you with a special word of thanks.

The reward of doing volunteer work is not monetary. It is knowing that you can make a difference in the world by helping others. You have always put JALT ahead of yourselves. On behalf of the organization I would like to recognize the huge contribution you have made to the organization. No amount of words would be adequate to thank you enough for your work. We are truly indebted to the splendid work you have done over the years.

We hope the good memories you have of JALT will stay with you for a long time. And we wish you future success in any endeavor you may get involved in.

Yours truly,

Tadashi Ishida, Acting JALT President

Tadashi Ishida is New Acting President of JALT

Tokyo: At the JALT Executive Board Meeting (EBM) held at Sophia University the weekend of June 29-30, board members discussed many important issues facing the organization, including the replacement of several key officers who tendered their resignations.

A new team of directors has emerged. Vice President Tadashi Ishida stepped up to serve as Acting President of JALT, and Morijiro Shibayama stepped in to serve as Acting Vice President. Hugh Nicoll will remain as Membership Chair, and Mary Christianson will remain as Acting Director of Records. In addition, Alan Mackenzie became Acting Director of Program, Dave Magnusson stepped in as Acting Director of Public Relations, and Peter Wanner, as Acting Treasurer.

The new JALT Board of Directors (left to right): Acting Director of Treasury, Peter Wanner; Acting Vice-President, Shibayama Morijiro; Acting Director of Public Relations, David Magnusson; Acting President, Ishida Tadashi; Director of Membership, Hugh Nicoll; Acting Director of Records, Mary Christianson; Acting Director of Programmes, Alan Mackenzie

"We'll miss the experience and leadership of the directors who resigned. They deserve a big 'thank you' for their outstanding service to JALT. We'll miss them, but I have a lot of confidence in the new national team. The team mood is upbeat," said Tadashi Ishida.

Another hot topic at the board meeting was organizational restructuring. Although board members did not arrive at any conclusions on this topic this weekend, a new committee was formed to continue the progress of the original committee. The committee will continue to study such things as how to lower operating costs, how to improve organizational efficiency, and what the future role of chapters should be.

The board passed the budget for FY2002. Dave Magnusson, Financial Steering Committee (FSC) Chair, led the budget discussions and expressed pleasure in the outcome. He remarked, "Although revenue has been declining in recent years, we've still managed to produce a surplus for the last three years in a row. We have a tight budget for FY2002, but fiscal austerity is what we need now."

Submitted by Dave Magnusson,
Acting Director of Public Relations
<Davidm@gol.com>

JALT National Officer Elections: Update

The Call for Nominations for candidates for the six JALT Board of Director posts up for election this year has now closed. On behalf of the Nominations and Elections Committee (NEC) and all JALT members, I would like to thank all those who took the time to nominate candidates. In particular, Bob Sanderson deserves a special mention for going well beyond the call of duty by single-handedly managing to nominate more people than everyone else combined. Above all, of course, I would like to thank all the candidates for agreeing to stand. They are:

For President: Peter Ross, Jim Swan
For Director of Records: Mary Christianson
For Director of Program: Alan Mackenzie
For Director of Public Relations: David Magnusson
For Director of Treasury: Peter Wanner
For Auditor: Morijiro Shibayama, Robert Swanson

Given the huge amount of volunteer work that these people are preparing to take on and free time that they are willing to forego for the benefit of JALT, I think the least we can do is support the candidates by giving them a firm mandate, even if they are the only named candidate for a particular post. Information about the election, including the candidates' individual Statements of Purpose and resumes, will be published in the September issue of *The Language Teacher*, together with the ballot card. So let them know that they have the support of the membership—exercise your right to vote! And just as an extra incentive for casting your vote, this year for the first time we shall be holding a PRIZE DRAW using the ballot cards, so be sure to check the September issue for details of the fabulous goodies you could win!

Submitted by Edward Haig, NEC Chair

Special Interest Groups News

edited by coleman south

CALL—Three special announcements from this SIG:

- Swets and Zeitlinger is releasing this fall *The Changing Face of CALL: A Japanese Perspective*—a new academic book for the international CALL community. This book consists of articles written by CALL SIG members and edited by Publication Chair, Paul Lewis.
- Planning for *JALTCALL 2003: CALL for ALL*, next June at Kinjo Gakuen University, is well under way. Please email <confchair@jaltcall.org> to let us know if you are interested in helping out.
- Officer elections will be held at the CALL SIG Annual General Meeting at *JALT 2002: Waves of the Future* in Shizuoka in November. Please email the current coordinator, <timothy@gutierrez94580.com>, for more information.

GALE, GILE, & PALE—These SIGs along with two NGOs are cosponsoring Peace as a Global Language, to be held September 28 and 29, 2002, in Tokyo at Daito Bunka Kaikan (of Daito Bunka University). For more info, visit the conference website, <www.eltcalendar.com/peace>, or contact coordinators of GALE, GILE, PALE, or the Peace as a Global Language Conference Committee, J. Nakagawa (see SIG contact list).

Learner Development—Our autumn retreat will be held again at Mt. Rokko in Kobe, October 5 and 6. Following last year's highly successful retreat, we'll be continuing to share and explore ideas for enhancing learner and teacher autonomy. The weekend will be a participant-centred, concrete step towards our *Anthology of Research into Autonomy*, which we plan to publish next year. If you wish to attend, you can opt for:

- Weekend Package (2 nights/5 meals): ¥19,000 (LD members), ¥21,000 (other JALT members), or ¥23,000 (one-day members), or
- Overnight Package (1 night/4 meals): ¥13,000, ¥15,000, ¥17,000, respectively, or
- One Day only (includes lunch): ¥4,000, ¥5,000, ¥6,000, respectively.

Register online by September 15th, <www.miyazaki-mu.ac.jp/~hnicoll/learnerdev/retreat/>, or contact Steve Brown, <brown@Assumption.ac.jp>, for more information.

Pragmatics—We had an active and successful spring, 2002. We held a Spring Get-Together at the *Pan SIG Conference* in Kyoto on May 11, where members of the Coordinating Committee welcomed old and new members. A week later at the *JALT CALL Conference* in Hiroshima, we moved in a new direction by focusing attention on the relationship between pragmatics and technology. Four SIG members conducted a roundtable that introduced pragmatics-related resources on the Internet and information on conducting pragmatic research utilizing email and the Internet. The SIG was also represented at the final *Pan SIG* panel discussion.

Resulting from a membership drive at the two SIG conferences, Pragmatics SIG has gained 12 new members. The Coordinating Committee decided to give special recognition to the 100th member, and this landmark was reached in mid-May 2002. Larry Kelly of Aichi Institute of Technology became our SIG's 100th member. He will be receiving a special welcome package and will be featured in an upcoming issue of the newsletter, *Pragmatic Matters*. As of June, 2002, we had 112 members. To join, contact Membership Coordinator Yuri Kite, <ykite@gol.com>, and for more information, check out <groups.yahoo.com/group/jaltpragsig>.

Teacher Education—Kathleen Graves will be one of the featured speakers at the national JALT conference in Shizuoka this November. She is being jointly sponsored by Thomson Learning, the School for International Training (SIT, in Brattleboro, Vermont, U.S.A.) and the TE SIG. Graves has been a member of the SIT faculty since 1982, and she teaches courses in language teaching methodology, applied linguistics, and curriculum design. She has authored and coauthored numerous textbooks, as well as two books on language curriculum and course design. One of her books, *Designing Language Courses: A Guide for Teachers*, is part of the popular "Teacher Source

Series" published by Heinle & Heinle, a division of Thomson Learning. A former chair of the TESOL Publications Committee, she consults internationally on language curriculum design and teacher education.

SIG Contacts

edited by coleman south

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Computer-Assisted Language Learning—Timothy Gutierrez; t: 0823-21-4771; <timothygutierrez@yahoo.com>; <jaltcall.org/conferences/call2002>

Foreign Language Literacy (Currently requesting to be disbanded or merged with another SIG)—David Dycus (temporary coordinator); <dcdycus@asu.aasa.ac.jp>

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PALE—Edward Haig; f: 052-789-4789(w); <haig@lang.nagoya-u.ac.jp>; Michael H. Fox; <thefox@humans-kc.hyogo-dai.ac.jp; <www.voicenet.co.jp/~davald/PALEJournals.html>

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Chapter Reports

edited by richard blight

Kitakyushu: May—***Panel Discussion: Homework*** with Patricia Kasamatsu, Tony Ruiz, Otani Hiroshi, and Andrew Zitzman. After the panelists presented their homework policies, members of the audience gave their own views, and then a group discussion continued throughout the meeting. Kazaimatsu believes that "children cannot not have homework"—or lessons will degenerate into repetitions of what the students have forgotten from previous lessons. She assigns five to ten minutes of reading or writing for very young students (rewarded with stamps and presents), and journal keeping for junior high school level and older students. Ruiz stressed the old adage "practice makes perfect." He assigns free writing on topics he chooses for his college classes, and tests students on the homework. Otani pointed out that English is an important subject "in theory" for his engineering students, but that the quality of their English actually seems to deteriorate as they progress through other subjects. Realizing that students do not do homework that does not have to be handed in, he asks students to copy out passages from the textbook several times to help them internalize the language. Zitzman discussed the difficulties facing teachers attempting to assign homework to large classes. Since students are usually involved in a variety of extracurricular activities, it is often difficult for teachers (and especially part-time teachers) to effectively monitor their assignments.

Audience members expressed a similar range of attitudes towards homework, as well as different forms of encouragement (such as prizes, bonus points, staying after class, failure). Journals, quizzes, individual and group projects, video assignments, and research "disguised as game preparation" were other homework formats mentioned. Some valuable insights were also provided by students telling how they felt about homework and explaining some of their own methods for self-study. The animated discussion was summed up well by Zitzman's conclusion that homework is best directed towards helping students find their own way of accessing and learning the material.

Reported by Dave Pite

Nagasaki: May—*More Ideas and Activities for Children's Classes* by Helene J. Uchida. Uchida is well known for her nationwide seminars and intensives, as well as for the Primary Advice column she writes in the *Daily Yomiuri* newspaper. She began this commercial presentation by explaining some of her school's activities, including a pilot program at a Fukuoka elementary school which was vividly portrayed in a video. She then demonstrated a variety of games and tasks used at her school, explaining that the reasons for such activities included a need to encourage task-based thinking in English, as well as to foster social interaction, good manners, and interpersonal respect. We tried a range of activities including ABCs with musical accompaniment, picture word bingo, days of the week, months of the year, birthdays, body parts, Scrabble for various levels, verb and adjective flash cards, "Who or What Am I?", charades, gestures, family tree charts, and questions. She also demonstrated sections from the *Challenge Book* series, and discussed her goal of helping students to become independent learners. She encourages them to "teach" as much as possible, and to practice listening and speaking at home and elsewhere. She also talked about the value of maintaining an English-only policy in classrooms.

Reported by Tim Allan

Okayama: April—*(1) Development of a High School English Course* by Odette Roberts. Roberts reviewed the development of a two-year course to prepare students for university entrance exams. Prompted by the introduction of interviews and listening tests in many examinations, her institution required the students' level of communicative ability to be increased. Participants on the project comprised 76 first year students, streamed into three classes with 5 native speaker (NS) and non-native speaker (NNS) teachers. There was a common syllabus with the NS and NNS teachers covering the same material. Teachers met during the term to share ideas and to coordinate the teaching programme. The project was regarded as successful since students believed it helped them to prepare for the examination. Other effects observed in the study were that NSs were viewed as teachers, rather than entertainers, and the NNSs became English-speaking role models. The program has now been extended to cover all three grades.

(2) Motivation in the Classroom by Sakui Keiko. Sakui has been conducting an ethnographic study into the beliefs and practices of Japanese high school teachers of English (JTE) towards English learners' motivation. She used data from 10 JTEs, and did a longitudinal study based on interviews and classroom observations. Student motivation was found to be a flexible construct that varies tremendously depending on a wide range of factors. She also discussed some practices of JTEs to improve motivation, including: avoidance of teacher-fronted lessons, sensitizing the students to their progress by emphasizing changes in pre- and post-lesson ability, focusing on the achievements of individuals, fostering a relaxed classroom atmosphere, and using English inside and outside of class. Classroom management was also found to be an important factor in the study. JTEs also believed it was necessary to appear effective so as to gain the students' trust, and were careful to present material in small steps with clear instructions. While Sakui's conclusions were tentative, we found her presentation to be interesting in its description of ethnographic study procedures and its range of insights into JTE beliefs.

Reported by Chris Creighton

Tokushima: March—*Starting the Year off Right* by Angela Ota. There are any number of things that can make or break an academic year, and addressing some of the starting up issues was the aim of this informative session. Ota initially discussed the distinction between focusing a lesson on *what* you're going to teach, and focusing it on *who* you're going to teach. With the emphasis firmly placed on the students, we considered a number of exercises designed to help students get to know each other and to build a sense of unity in the class. We discussed many activities and ideas in terms of how they could be applied to our own environments. Ota then considered some processes involved in administering a course, including student-teacher agreements, lateness, and homework. Among the most useful of the ideas was the creation of individual student records which students collect at the beginning of each lesson and return at the end of the lesson. This voids the need for any kind of registration or roll call, as you can simply collect any sheets left at the beginning of the lesson and mark them absent or late as required. This style of record keeping was well received at the meeting, and will probably be used in several local courses this year.

Ota's emphasis on a student focus was evident throughout the presentation, and she also demonstrated a reflective and experiential approach to teaching. She's evidently used her experience and enthusiasm to improve her teaching in a very active and productive fashion. I left the presentation excited, encouraged, and hoping that the passion she exudes for teaching is also visible in my classroom.

Reported by Myles Grogan

Tokyo: February—*Japan's* Sakoku *Defense against English* by Marshall R. Childs. Childs explored whether the people, culture, and government of Japan continue to pursue a *sakoku* (national isolation) defense against the English language and its instruction. Childs reviewed the history of the *sakoku* defense from previous centuries, pointed out present-day parallels, and discussed the origin of *sakoku* in Japan. By the year 1600, the Christian population of Japan was approaching 300,000 and international trade was flourishing. But Japanese leaders noticed that Christians, although they preached peace and morality, always seemed to have military backup. European defeats of local regimes and colonization of places like Mexico, Peru, and the Philippines seemed also to be the handwriting on the wall for Japan. An official policy of persecuting Christians was the first step of the *sakoku* process, and by 1636 all travel to and from Japan was prohibited. From 1639, only the Dutch were welcome on a small island in Nagasaki. This was the original *sakoku* policy, and it was successful. Japan avoided European colonization and enjoyed 267 years of peace and growth.

During the Meiji Restoration, the *sakoku* policy had to be balanced with inevitably greater foreign intrusions into Japan. The policy was to preserve Japan's unique language and culture while attempting to select the best of foreign institutions, such as: the army and medicine from Germany, law and local government from France, the navy and merchant marines from England, and business methods from the States. Japanese policymakers sought to limit the introduction of English to certain areas, such as diplomacy and the formal study of literature. Since the Meiji Restoration, Japan has remained ambivalent about the value of English. This ambivalence is reflected in government policy and in the minds of school administrators and classroom teachers. There is a strong belief (not supported by research) that it is dangerous to confuse learners' minds with foreign things before puberty. At present, Japanese and foreign people alike are ambivalent about the threat posed to Japan by the English language and elements of international culture. Professional English teachers would do well to consider the effects of such attitudes upon daily classroom situations.

Reported by Stephen C. Ross

Chapter Meetings

edited by tom merner

Gunma—*JALT Gunma 14th Summer Workshop at Kusatsu: Activating Language Activities in the Classroom*. The featured speaker will be Todd Jay Leonard, Hirosaki Gakuin University, and he will give two lectures titled 1) *New Perspectives on Team Teaching*, and 2) *Effective Use of Audio-Visual Materials*. We have a call for 30-minute presentations related to language teaching and those interested in presenting are welcome. For registration, please contact Shibayama Morijiro (t/f: 027-263-8522; <shibayam@surugadai.ac.jp>). *Saturday-Sunday August 24-25 (registration starts at 11:00 on Saturday); Kanto Koshin'etsu Kokuritsu Daigaku Seminar House (737 Shirane, Kusatsu, Kusatsu-machi, Gunma-ken; t: 0279-88-2212); 3000 yen, room & board : 4000 yen (for 1 night with 4 meals and* onsen *or hot springs)*

Okayama—*My Share*. In this meeting you can come along and hear a variety of teaching ideas from other participants. If you have any ideas on any aspect of teaching you can present them for as little as 1 or 2 minutes up to half an hour. Great ideas for warm-ups, waking up your students, finishing classes, or anything is welcome. If you have an idea to present, please contact Gavin Thomas; <gavin@po.harenet.ne.jp>. *Saturday August 3, 15:00-17:00; Sankaku A. 2F; one-day members 1000 yen, students 500 yen.*

Yamagata—*Unique Teaching Material: Mystery Train*, by Michael Hnatko, Tohokugakuin University. The movie *Mystery Train* is a rich resource of teaching material for many different fields. This presentation will reveal some of its unparalleled depth. *Sunday August 25, 13:30-15:30; Yamagata Kajo Kominkan (t: 0236-45-6163); one-day members 800 yen.*

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edited by tom merner

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Advertiser Index

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Conference Calendar

edited by linh t. pallos

New listings are welcome. Please submit information to me by the 15th of the month at <tlt_cc@jalt.org>, at least three months ahead (four months for overseas conferences). Thus August 15th is the deadline for a November conference in Japan or a December conference overseas, especially for a conference early in the month.

Upcoming Conferences

September 13-15, 2002—*IATEFL Special Interest Groups Symposium: Special Interests—Common Interests*, at Sabanci University, Istanbul, Turkey. The three-day symposium will consist of paper presentations, workshops, and roundtable discussions presented by each of fourteen SIGs plus seven plenaries, in each of which the speaker will discuss issues common to two Special Interest Groups. Go to <sabanciuniv.edu/iateflsig> for more information and directions about registration. For further questions, email <iateflsig@sabanciuniv.edu>.

October 5-6, 2002—*10th KOTESOL International Conference—Crossroads: Generational Change in ELT in Asia*, Sookmyung Women's University, Seoul, Korea. In the last ten years there has been an explosion in research, especially classroom-based research, which has led to new theories, which have in turn led to new practices. This change has happened all over the world but especially in Asia. Response, naturally, has been varied. KoreaTESOL invites teachers and researchers to consider these questions through presentations, roundtable discussions, and informal get-togethers: How has recent research in English language teaching affected practices in the classroom? Which theories and practices can help language learners get the most from their language learning experience? Is it time for a radical rethinking of how we approach teaching and learning in the classroom? Plenary and Featured speakers will also share with us their insights on the same, among them Dr. Martin Bygate (University of Leeds, UK), Andy Curtis (School for International Training, USA), Pauline Rea-Dickins (University of Bristol, UK), and Gwyneth Fox (Cobuild project, University of Birmingham). See the conference website at <kotesol.org/conference/2002> for details, or email Craig Bartlett, Chair, KOTESOL Conference Committee at <KOTESOL2002@yahoo.com>.

October 11-12, 2002—*The Third Symposium on Second Language Writing—Constructing Knowledge: Approaches to Inquiry in Second Language Writing*, at Purdue University, West Lafayette, Indiana, USA. This year's Symposium will concentrate on exploring various ways in which knowledge is constructed, transformed, disseminated, and negotiated in the field of second language writing. Sixteen plenary speakers, including Dwight Atkinson, Christine Pearson Casanave, John Flowerdew, Miyuki Sasaki, Xiaoming Li, Paul Kei Matsuda, and Tony Silva, will also address the themes. In conjunction with this symposium, the Indiana Center for Intercultural Communication will sponsor a Contrastive Rhetoric Roundtable on October 13, 2002 (free with Symposium registration). Preregistration deadline is October 1, 2002; participants are limited to about 150 persons. For more information, visit <cdweb.cc.purdue.edu/~silvat/symposium/2002/> or email Tony Silva at <tony@purdue.edu>.

October 29 to 31, 2002—*The 50th TEFLIN International Conference—Asian Odyssey: Explorations in TEFL*, at Majapahit Mandarin Oriental Hotel, hosted by Widya Mandala Surabaya Catholic University. Language teaching experts, linguists, literature experts, and language teachers are invited to join. For further information contact the Committee, c/o English Department, Faculty of Teacher Training & Education, Widya Mandala Surabaya Catholic University, Jl. Kalijudan 37 Surabaya 60114 Indonesia, t: 62-031-389-1265 or 389-3933; f: 62-031-389-1267; email: <TEFLIN2002@mail.wima.ac.id> or <TEFLIN2002@yahoo.com>; website <www.wima.ac.id>.

November 12-14, 2002—*International Online Conference on Teaching Online in Higher Education—Expanding the Frontiers*, sponsored by Indiana University-Purdue University Fort Wayne. Related to teaching and learning online issues. For more information see the TOHE preconference website at <ipfw.edu/as/2002tohe/cfp.htm>.

Calls for Papers/Posters (in order of deadlines)

August 12, 2002 (for November 12-14, 2002)—*International Online Conference on Teaching Online in Higher Education—Expanding the Frontiers*, sponsored by Indiana University-Purdue University Fort Wayne. Related to teaching and learning online issues. For more information see the TOHE preconference website at <ipfw.edu/as/2002tohe/cfp.htm>.

September 30, 2002 (for April 22-26, 2003)—*The 37th International Annual IATEFL Conference and Exhibition*, in Brighton, UK. Also, scholarships for attending the conference are available, details are available from the IATEFL Head Office and the application deadline is in October 2002. For details contact IATEFL, 3 Kingsdown Chambers, Whitstable, Kent CT, 2FL, UK; t: +44-(0)1227-276528; f: +44-(0)1227 274415: email: <generalenquiries@iatefl.org>.

September 2, 2002 (for October 4-5, 2002)—*4th Regional IATEFL-Ukraine Conference: Quality Learning and Quality Teaching*, in Donetsk, Ukraine. South-Eastern Ukraine IATEFL, together with the British Council, invite you to sustain and extend professional development, support ELT professionals and highlight common interests. For more information, please contact Igor Gizhko; Coordinator, IATEFL South-Eastern Ukraine; <Igor_Gizhko@ukr.net>.

October 31, 2002 (April 4-6, 2003)—*TESOL-SPAIN's 26th Annual National Seminar—Working Together: Building a Network for Teacher Development*, at the Universidad Politécnica de Valencia, Valencia, Spain. Proposals are accepted on any aspect of language learning theory or practice, in virtually any format from talk to self-made product presentation. See the website at <tesol-spain.org> for details or contact Carmen Pinilla Padilla; Universidad Politécnica de Valencia, E.T.S.I. Agrónomos (Idiomas), Camino de Vera s/n, 46022 Valencia, Spain; <mapipa@idm.upv.es>.

November 8, 2002 (for June 6-7, 2003)—Third International Information Technology & Multimedia in English Language Teaching Conference: Computer-Enhanced Language Learning, hosted by the English Language Centre of The Hong Kong Polytechnic University, Hong Kong, China. Proposals for papers, workshops, and promotional sessions are sought, particularly those dealing with changes in the way educators and learners may need to perceive the processes of learning and teaching in relation to wider technological developments which impact on the learning environment. More specific sub-themes and further information is available on the conference website at <elc.polyu.edu.hk/conference/>. Direct contact via: The Organising Committee of ITMELT 2003, c/o Bruce Morrison; English Language Centre, The Hong Kong Polytechnic University, Hung Hom, Kowloon, Hong Kong; f: 852-2766-7576; <itmelt2003@elc.polyu.edu.hk>.

Reminders—Upcoming conferences

August 12-15, 2002—*1st Annual International Conference: Chinese TEFL Reform in the New Century*, in Tonghua City, Jilin Province, P. R. of China. Plenary sessions, lectures, workshops, discussions, a poster exhibition, publishers' book displays, and a job shop. Registration will be available onsite. Inquiries: Mr. Ding Junhua by email at <junhuading@hotmail.com> or <djh@ecp.com.cn>.

August 18-20, 2002—*CALL Conference 2002: CALL Professionals and the Future of CALL Research*, sponsored by the University of Antwerp and held in the Elzenveld Conference Center in the heart of Antwerp, Belgium. The website is at <www.didascalia.be>; click "CALL professionals [...] research." Contact: Mathea Simons; DIDASCALIA, University of Antwerp, Universiteitsplein 1, D-010, 2610 Wilrijk, Belgium; t: 32-(0)3-820-29-69; f: 32-(0)3-820-29-86; <mathea.simons@ua.ac.be>.

Job Information Center

edited by paul daniels

To list a position in The Language Teacher, *please email <tlt_jic@jalt.org> or fax (0463-59-5365) Paul Daniels, Job Information Center. Email is preferred. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary. If you want to receive the most recent JIC listings via email, please send a blank message to <jobs@jalt.org>.*

Kyoto-fu—Doshisha International Junior-Senior High School is offering a full-time tenured faculty position from April 1, 2003, for a recent college graduate. **Duties**: Teach primarily classes for returnees, but also responsible for homeroom, club, and other duties requiring strong Japanese ability. **Qualifications**: Bachelor's degree, teaching experience, fluency in both English and Japanese, and long-term commitment required; computer competency and interest in using new media also highly desirable. **Salary & Benefits**: excellent salary and benefits. **Contact**: Send detailed English resume and Japanese *rirekisho* by mail to: New Position, c/o English Dept. Chairperson, Doshisha International Junior-Senior High School, 60-1 Miyakodani Tatara, Kyotanabe-shi, 610-0321. **Deadline**: August 31, 2002. **Additional Information**: no phone inquiries please; inquire by email to <mcox@intnl.doshisha.ac.jp>. School policy prohibits acceptance of application forms via email.

Tokyo-to—The English Department at Aoyama Gakuin University is seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications**: resident of Japan with an MA in TEFL/TESOL, English literature, applied linguistics, or communications; three years university teaching experience or one year university English teaching experience with a PhD; teaching small group discussion, journal writing, and book reports; collaboration with others in curriculum revision project; publications; experience with presentations; familiarity with email. **Salary & Benefits**: comparable to other universities in the Tokyo area. **Application Materials**: apply in writing, with a self-addressed envelope, for an application form and information about the program. **Deadline**: ongoing. **Contact**: PART-TIMERS, English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366.

Tokyo-to—The Faculty of Law of Aoyama Gakuin University is seeking a full-time tenured teacher of English at the lecturer or associate professor or professor level to assume duties on April 1, 2003. The successful applicant will also have a seminar class. **Qualifications**: Specialty in TEFL/TESOL/TESL/ELT, applied linguistics, linguistics or communication; doctoral degree or all doctoral course work finished as of April 1, 2003; sufficient ability in Japanese and English to carry out all job-related duties inside and outside the classroom; no nationality requirement; acceptance of Aoyama Gakuin University's educational policy. **Materials**: either Japanese or English: CV with photo; a copy of the diploma for the highest degree received or a letter of certification from the institution; list of publications and presentations and copies of three representative publications (photocopies acceptable); a sample syllabus for an English class; letter(s) of recommendation. Applicants will be notified of the general screening schedule. **Salary & Benefits**: Salary and other working conditions are determined by Aoyama Gakuin rules and regulations. **Contact**: Mr. Nakamichi Itsuo, C/O Academic Affairs Office, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366, Japan (f): 03-3409-4575. **Application Deadline**: All materials must arrive no later than September 20, 2002, addressed to Prof. Yamazaki Toshihiko, Dean, Faculty of Law, at the above address by registered mail with "English Position" written in red on the front of the envelope. **Additional Information**: All materials will be reviewed in strict confidence and returned to applicants after the completion of the screening process. For information about the Faculty of Law, see our Japanese homepage at: <www.als.aoyama.ac.jp>.

Tokyo-to—The School of Business Administration at Aoyama Gakuin University is seeking a full-time tenured teacher of English at the Lecturer (*sennin-koshi*) or Associate Professor (*jo-kyoju*) level to assume duties on April 1, 2003. **Qualifications**: acceptance of Aoyama Gakuin University's educational policy; doctoral degree or all doctoral course work finished as of April 1, 2003; strong background in ESL/EFL/applied linguistics/English education/literature/cultural or regional studies; sufficient ability in English to carry out all classroom activities; sufficient ability in Japanese to carry out all job-related duties; a deep understanding of Christianity; three or more years of teaching experience at the university level. No specific age, gender, or nationality requirements. **Duties**: teaching English as a foreign language at Aoyama and Sagamihara campuses, as well as in the evening college division (Aoyama campus); serve on various administrative committees; conduct research in an academic field; various extra-curricular activities. **Salary & Benefits**: Salary and benefits are according to Aoyama Gakuin University regulations, and depend on qualifications, age, and years of teaching experience. (Mandatory retirement at the age of 68.) **Application Materials**: One copy of either an English curriculum vitae or a standard Japanese *rirekisho* sold in stationary stores in Japan. Attach a photo taken within the last 3 months; a letter of recommendation in a sealed envelope; copies of all diplomas of higher degrees received; official transcripts for all scholastic records (B.A. and higher); list of all publications and academic presentations with copies of three representative publications and their abstracts of less than 200 words; a sample syllabus for an oral English, reading, or writing class you have taught, or would like to teach. **Application Deadline**: All application materials must be mailed together in one mailing (by registered mail), and arrive no later than September 20, 2002. Please have "English Position" written in red on the front of the envelope, and address it to: Dean Shin Hasegawa, School of Business Administration, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366. Any inquiries about the position or application procedure should be addressed to: English Position Opening, c/o School of Business Administration, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366, f: 03-3409-4575 (Academic Affairs Office). Inquiries by telephone or email are not acceptable. **Application Procedures**: All materials from applicants must be received by September 20, 2002. Materials will be read by the selection committee, and a list of candidates to be invited for an interview will be drawn up. Candidates will be interviewed. Interviews will be both written and oral, in both English and Japanese. Final candidates will be notified directly around October 1 of the interview schedules to be held in mid-October. Notification of acceptance will be made around mid-December. **Additional Information**: More detailed information about the School of Business Administration Aoyama Gakuin University can be found at their homepage (in Japanese only):

<www.agub.aoyama.ac.jp/>. All documents sent to the selection committee will be held in strict confidence and will not be returned.

Web Corner

You can receive the updated JIC job listings on the 30th of each month by email at <jobs@jalt.org>, and view them online on JALT's homepage (address below). Here are a variety of sites with information relevant to teaching in Japan:

1. EFL, ESL and Other Teaching Jobs in Japan at <www.jobsinjapan.com>
2. Information for those seeking university positions (not a job list) at <www.debito.org/univquestions.html>
3. ELT News at <www.eltnews.com/jobsinjapan.shtml>
4. JALT Jobs and Career Enhancement links at < www.jalt-publications.org/tlt/jobs/>
5. Teaching English in Japan: A Guide to Getting a Job at <www.wizweb.com/~susan/japan/>
6. ESL Cafés Job Center at <www.pacificnet.net/~sperling/jobcenter.html>
7. Ohayo Sensei at < www.ohayosensei.com/
8. NACSIS (National Center for Science Information Systems' Japanese site) career information at <jrecin.jst.go.jp/>
9. The Digital Education Information Network Job Centre at <www.edufind.com/index.cfm>
10. EFL in Asia at <www.geocities.com/Tokyo/Flats/7947/eflasia.htm>
11. Jobs in Japan at < www.englishresource.com/index.html>
12. Job information at <www.ESLworldwide.com>

Bulletin Board

edited by timothy gutierrez

Contributors to the Bulletin Board are requested by the column editor to submit announcements of up to 150 words written in a paragraph format and not in abbreviated or outline form. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor. For information about more upcoming conferences and calls for papers, see the Conference Calendar column.

Call for Participation

GALE, GILE, & PALE—These SIGs along with two NGOs are cosponsoring Peace as a Global Language, to be held September 28 and 29, 2002, in Tokyo at Daito Bunka Kaikan (of Daito Bunka University) Nerima-ku, Tokyo. Conference themes include teaching about human rights, conflict resolution, gender issues, environmental issues, and peace. For more info, visit the conference websites at <www.eltcalendar.com/peace> (English) or <www.sainet.or.jp/~kasa/pglj.html> (Japanese), or contact coordinators of GALE, GILE, PALE, or the Peace as a Global Language Conference Committee, c/o J. Nakagawa; 2-285 Isohara, Isohara-cho, Kita-Ibaraki-shi, Ibaraki-ken, 319-1541, Japan, t: 0293-43-1755; <jane@ulis.ac.jp>.

Other Announcements

Elsevier Science—are delighted to announce a new journal for 2002, *Journal of English for Academic Purposes* (*JEAP*). The *JEAP* has been created to serve the interests and needs of teachers, learners, and researchers engaged in all aspects of the study and use of English in academic (EAP) contexts. *JEAP* has received enthusiastic support from EAP researchers and practitioners around the world and has been adopted as the official journal of BALEAP, the British Association of Lecturers in English for Academic Purposes. The *JEAP* is edited by Liz Hamp-Lyons, The Hong Kong Polytechnic University and Ken Hyland, City University of Hong Kong. For further information on this exciting new journal, subscription information, and details on how to submit a paper, please visit: <www.elsevier.com/locate/jeap>.

Staff Recruitment—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit your curriculum vitae and cover letter to the Publications Board Chair; <pubchair@jalt.org>.

Submission

The editors welcome submissions of materials concerned with all aspects of language education, particularly with relevance to Japan. Materials in English should be sent in Rich Text Format by either email or post. Postal submissions must include a clearly labeled diskette and one printed copy. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA４版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず１文字空け、１行２７字、横書きでお願いいたします。１頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English Features. Well written, well-documented and researched articles, up to 3,000 words. Analysis and data can be quantitative or qualitative (or both). Pages should be numbered, paragraphs separated by double carriage returns (*not* tabbed), word count noted, and subheadings (**boldfaced** or *italic*) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. The article's title and an abstract of up to 150 words must be translated into Japanese and submitted separately. A 100-word biographical background and any tables or drawings should also be sent in separate files. Send electronic materials in an email attachment to Robert Long. Hard copies also accepted.

日本語論文です。４００字詰原稿用紙２０枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to the editor.

原稿用紙１０～１５枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Interviews. If you are interested in interviewing a well-known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Readers' Forum. Essays on topics related to language teaching and learning in Japan, up to 2,500 words. While not focused on primary research data, a Readers' Forum article should nevertheless display a wide reading and depth of understanding of its topic. Japanese title and abstract also required (see above). Send electronic submissions to Scott Gardner.

リーダーズ・フォーラム：日本での言語教育、及び言語学習に関する6,000字以内のエッセイです。調査データに焦点を当てていなくても、リーダーズ・フォーラムの記事は、読者に、話題に関して深い理解を与える記事を募集いたします。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the My Share editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

JALTによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にJALT News編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、SIGS編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に SIGS編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から4枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Chapter Reports 編集者必着です。日本語の報告はChapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の紹介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. Email or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 20th of the month, 2 months prior to publication.

JALT以外の団体による催し物などのお知らせ。JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。JALT以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及びJALTは、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の20日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

求人欄です。掲載したい方は、Job Information Center/Positions 編集者にAnnouncement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。なお、求職広告不掲載がJALT Executive Board の方針です。

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JALT

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For information on advertising in *TLT*, please contact the JALT Central Office: tlt_adv@jalt.org

Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 39 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The JALT **International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some $1,000m^2$, an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **Special Interest Groups**, SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kumamoto, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Gifu (affiliate).

SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Material Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (affiliate); Foreign Language Literacy (affiliate); Gender Awareness in Language Education (affiliate); Pragmatics (affiliate); Eikaiwa (pending approval); Pronunciation (pending approval). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — **Regular Membership** (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥6,000) are available to full-time students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form *(yubin furikae)* found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

Central Office
Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016
tel: 03-3837-1630; fax: 03-3837-1631; jalt@gol.com

JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し，日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは，海外も含めて3,500名以上の会員を擁しています。現在日本全国に40の支部（下記参照）を持ち，TESOL（英語教師協会）の加盟団体，およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは，語学教育の専門分野に関する記事，お知らせを掲載した月刊誌*The Language Teacher*，年２回発行の*JALT Journal*，*JALT Applied Materials*（モノグラフシリーズ），およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育･語学学習に関する国際年次大会には，毎年2,000人が集まります。年次大会のプログラムは300の論文，ワークショップ，コロキアム，ポスターセッション，出版社による展示，就職情報センター，そして懇親会で構成されています。支部例会は，各ＪＡＬＴの支部で毎月もしくは隔月に１回行われています。分野別研究部会，SIGは，分野別の情報の普及活動を行っています。JALTはまた，テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在，全国に３９の支部と１つの準支部があります。（秋田，千葉，福井，福岡，群馬，浜松，姫路，広島，北海道，茨城，岩手，香川，鹿児島，金沢，北九州，神戸，熊本，京都，松山，宮崎，長崎，名古屋，奈良，新潟，岡山，沖縄，大宮，大阪，仙台，信州，静岡，栃木，徳島，東京，豊橋，西東京，山形，山口，横浜，岐阜［準支部］）

分野別研究部会：バイリンガリズム，大学外国語教育，コンピュータ利用語学学習，グローバル問題，日本語教育，中学・高校外国語教育，ビデオ，学習者ディベロプメント，教材開発，外国語教育政策とプロフェッショナリズム，教師教育，児童教育，試験と評価，ビデオ利用語学学習，他言語教育（準分野別研究部会），外国語リテラシー（準分野別研究部会），ジェンダーと語学教育（準分野別研究部会），語用論（準分野別研究部会），英会話（未承認），発音（未承認）

JALT の会員は一つにつき1,500円の会費で，複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は，8月16日までに，JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については，年次大会で発表をします。

会員及び会費：個人会員（¥10,000）：最寄りの支部の会費も含まれています。学生会員（¥6,000）：学生証を持つ全日制の学生（大学院生を含む）が対象です。共同会員（¥17,000）：住居を共にする個人2名が対象です。但し，JALT出版物は1部だけ送付されます。団体会員(1名¥6,500)：勤務先が同一の個人が５名以上集まった場合に限られます。JALT出版物は，５名ごとに1部送付されます。入会の申し込みは，*The Language Teacher* のとじ込みの郵便振り替え用紙をご利用いただくか，国際郵便為替（不足金がないようにしてください），小切手，為替を円立て(日本の銀行を利用してください)，ドル立て(アメリカの銀行を利用してください)，あるいはポンド立て（イギリスの銀行を利用してください）で，本部宛にお送りください。また，例会での申し込みも随時受け付けています。

JALT事務局：〒110-0016　東京都台東区台東 1-37-9 アーバンエッジビル５F
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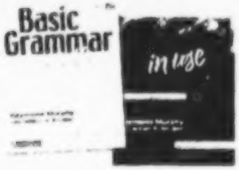

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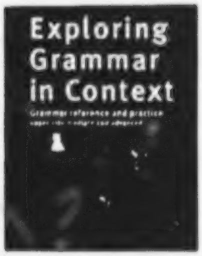

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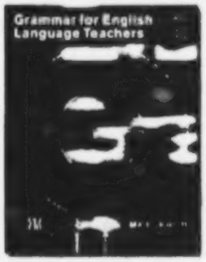

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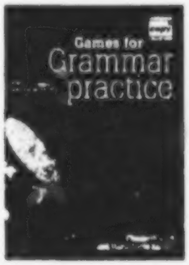

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the language teacher

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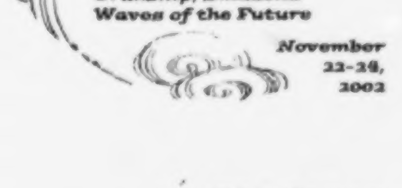
3 **Message from Acting President of JALT**
少しは変えられます — 石田　正

5 **JALT 2002 National Officer Elections**

11 **聞き取りに焦点を定めた小学生への英語指導**
柿原　直美

19 **Considerations for Securing an English Teaching Position at a Japanese University (Part 2)** — *Christopher Glick*

23 **Real English Real Early**
Rebecca Keogh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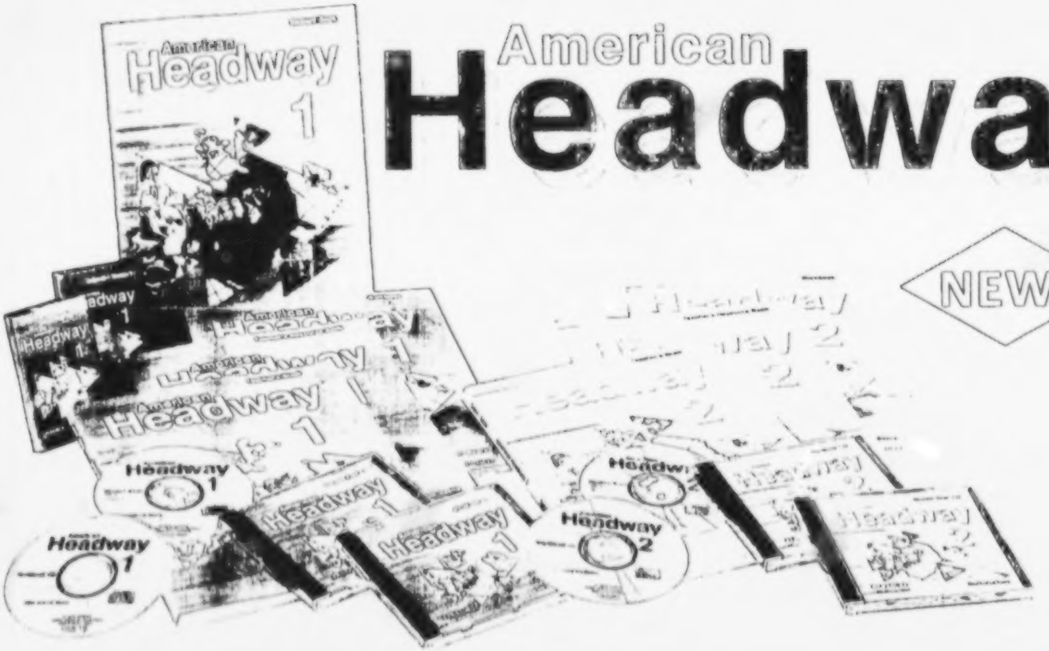

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This month's *Language Teacher* introduces us to candidates for this year's JALT elections. **Edward Haig**, JALT's National Elections Chair, has compiled statements from each of the candidates for national office in order to allow JALT members to make informed decisions. We urge you to read these candidate statements, to ask around, and then to VOTE. You'll notice that right here on the page in front of you is an official ballot for JALT's 2002 election. This is your ballot. Please put it to good use.

As an introduction to this year's election, we also include here an important statement by acting JALT President **Ishida Tadashi**, reminding us of JALT's need for participation from its members, by voting *and* volunteering.

In our Features section we have a Japanese article by **Kakihara Naomi**, who examines Eiken scores of young learners of English to determine how their exposure to English in elementary school has benefited them so far. In our Readers' Forum, we have Part 2 of **Christopher Glick**'s essay providing advice for people interested in teaching at colleges and universities in Japan. **Rebecca Keogh** outlines a partial immersion English course she proposed for her elementary school, and shows how open minds and cooperation can help a school improve its "integrated studies time."

JALT2002 is just around the corner. It will be held in Shizuoka at the Granship Conference Center, November 22-24. In keeping with great JALT conferences of the past, we offer a variety of compelling presentations and workshops by speakers and researchers from around the world. So, once you've filled out the ballot in front of you, start filling out your application for JALT2002. Forms are downloadable from <http://www.jalt.org/jalt2002>, or you can register using the postal money transfer form found in the back of any issue of *TLT*.

Make waves in Shizuoka!

Scott Gardner
Co-Editor

今月号では今年のJALT選挙の候補者を紹介いたします。Edward Haig 全国語学教育学会・全国選挙管理委員長は、ＪＡＬＴ会員の投票の手助けに、各候補から所信表明を集めてくれました。候補者の文をお読みになり、まわりの方にも尋ねて、そして投票してください。現在お読みになっているページにＪＡＬＴの２００２年の選挙のための公式投票用紙があります。これはあなたの投票用紙です。是非、活用してください。また、今回の選挙に当たり、投票やボランティアによるJALTの必要性を述べた、石田正理事長代理からの重要なメッセージがあります。

今月の論文には、柿原直美氏の小学生の英検の点数と小学校の英語についての日本語の論文があります。読者フォーラムでは、日本の大学で教えるための助言を述べたChristopher Glick氏の先月号に続くエッセイの第2部があります。そして、Rebecca Keogh氏による熱中英語コースの概略があり、小学校教育での広い心と協力が「総合的な学習の時間」を改善することを示しています。

JALT2002はまもなくです。11月22日から24日まで静岡県コンベンションアーツセンター・グランシップで行われます。昨年までの大会と同じく、世界中からの発表者と研究者によって、刺激的なプレゼンテーションやワークショップが行われます。

JALT2002のために、用紙記入の準備を始めてください。形式は<http://www.jalt.org/jalt2002>からダウンロード可能です。TLT巻末の郵便振替用紙でも登録できます。

では、静岡でウエーブを起こしてください!

contents

3 Message from Acting President of JALT

JALT 2002 national officer elections

5 JALT President
6 Director of Records
7 Director of Programs
8 Director of Public Relations
9 Director of Treasury
Auditor

feature

11 聞き取りに焦点を定めた小学生への英語指導

readers' forum

19 Considerations for Securing an English Teaching Position at a Japanese University (Part 2)
23 Real English Real Early

conference report

29 The 36th Annual TESOL Convention 2002

chapter in your life

31 Shizuoka—A Unique Location

my share

32 Interruption Cards
33 Hands Up!
34 The Question Menu

off the presses

37 Teaching Critical Thinking and Discussion Skills

departments

35 Advertiser Index
38 Book Reviews
41 JALT News
42 Special Interest Groups News
45 Chapter Reports
46 Chapter Meetings
49 Conference Calendar
53 Job Information Center

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全国語学教育学会　理事長代理　石田正

ボランティアーの役員として、団体の中で、貴重な役目を引き受けていると感じるとき、その役目がどんなに小さなものでさえ、報いられていると感ずれば、もっと貢献し、関与しようと努力するでしょう。私がその適例です。支部の役員になったから、現在の私があるのです。奉仕活動を決意する事は、完全に関与し、最後までやりぬく事を保証する最も良い方法です。個人的な達成感は非常に有益です。

現在、多くの当学会の役員が一人で沢山の肩書きを持っています。これは健全な事では有りません。もし責任を分担するならば、その仕事は全ての人にとってもっと簡単に、もっと楽しいものになります。なぜなら、達成感を分かちあえるからです。そして、当学会から直接恩恵を受ける人を増やす事にもなります。

支部と分野別研究部会の役員は、目に見える恩恵を受ける事も出来ます。支部及び分野別研究部会の役員は、1支部又は1分野別研究部会夫々に付き4人まで、下記の条件を満たせば、1人につき年次大会参加費3,000円の払い戻しを受ける事ができます。

(1) 1年間の全任期を勤めている事。
(2) 2日間大会又は3日間大会に拘わらず年次大会全開催日の事前登録をしている事。
(3) 年次大会の総会に実際に出席している事。
(4) 年次大会中の自分の関係する役員会議又は年次大会に出席できない他の役員が　関係する役員会議に出席している事。

ボランティアの役員として、下記の分野に関与する事により、当学会を非営利活動法人に値する団体として、少しは変える事が出来るのです。

私たちは常に下記の役員を求めています。

支部及び分野別研究部会役員
支部長、会計担当役員、企画担当役員、会員担当役員、広報担当役員、会場担当役員、会報担当役員、ホームページ担当役員です。ご関心のある方は、今貴方が読んでいるこの会報の名簿に載っている各支部または分野別研究部会の担当者にご連絡下さい。

大会役員
年次国際大会を計画し、手配し、組織する役員です。ご関心のある方は、企画担当理事代理のAlan Mackenzie氏〈asm@typhoon.co.jp〉にご連絡下さい。

出版役員
*The Language Teacher*と*JALT Journal*の出版を手伝う役員です。ご関心のある方は出版委員長のBrad Visgatis氏〈tambra@gol.com〉にご連絡下さい。

時間がなくて、上記の当学会の運営部門に関与できなくても、まだ、当学会をすこしは変える事が出来るのです。この会報にはさんである投票用紙を使って、全国選挙に参加して下さい。

当学会は会員の、会員による、会員のための学会です。

You Can Make a Difference

Tadashi Ishida, Acting President of JALT

When you feel you have a valuable part to play in an organization as a volunteer officer, even if that part is small, you feel rewarded and will strive to contribute and participate more. I am a perfect case in point—I became a chapter officer and now look where it has led! Committing yourself to service is one of the best ways of ensuring that you will participate fully and follow through. Personal achievement is very rewarding.

At present, a number of JALT officers wear many hats, which is not healthy. If we share responsibilities, the work is easier and more enjoyable for all—for the very reason that it is a "shared" achievement. We can also increase the number of people directly benefiting from NPO JALT.

Chapter and SIG (Special Interest Group) officers also can get tangible benefits. Up to four officers per Chapter/SIG shall be reimbursed 3,000 yen as a one day conference waiver if:

(1) They have successfully served their one-year full term;
(2) They register for the whole conference; a full two-day conference or a full three-day conference by the pre-registration deadline;
(3) They attend the conference Ordinary General Meeting;
(4) They attend their function meetings during the conference, or another function meeting during the conference for an officer who could not come to the conference.

You can make a difference to make JALT worthy of being an NPO by participating in the following areas as a volunteer officer.

We always need:

Chapter/SIG officers—
President, Treasurer, Program Chair, Membership Chair, Publicity Chair, Facilities Chair, Newsletter Editor, or Website Editor. Please get in touch with the relevant contact person for each chapter or SIG listed in this publication.

Conference officers—
Officers who plan, arrange, and organize our Annual International Conference. Please get in touch with Alan Mackenzie, Acting Director of Program, at <asm@typhoon.co.jp>

Publications officers—
Officers who help publish *The Language Teacher* and *JALT Journal*. Please get in touch with Brad Visgatis, Publications Board Chair, at <tambra@gol.com>

If you have no time to participate in one of the above administrative areas of JALT, you can still make a difference by participating in the National Election using a ballot inserted in *TLT*.

JALT is of the members, by the members and for the members.

JALT 2002 National Officer Elections & Prize Draw

In accordance with JALT's Constitution and Bylaws, voting for this year's National Officer Elections will begin on September 4 and continue until October 24. A ballot card is attached to the inside front cover of this issue of *The Language Teacher* and all JALT members in good standing may vote. As Chair of the Nominations and Elections Committee I would like to encourage all eligible members to read the candidate information below, then fill in and return the ballot card.

Three Reasons for Voting

1. *Idealism.* You will be helping to uphold the spirit of democracy in JALT.
2. *Altruism.* You will be sending a message of encouragement and support to the candidates who are preparing to volunteer a year or two of their time and energy to serving the organization on your behalf.
3. *Self-Interest.* This year for the first time the election is being combined with a Prize Draw. Those who return their ballots will have their names entered into a Prize Draw with the chance of winning one of several fabulous prizes. Details of the prizes will be announced on the JALT website shortly.

JALT の細則・定款に則り、今年の全国役員選挙は9月4日から10月24日まで行われます。投票用紙は *The Language Teacher* 今月号の表紙後ろにあり、会費を納入されている方すべてに投票資格があります。選挙管理委員会長の立場から、私は下記に挙げております立候補者の詳細を投票資格保持者の方々にご高覧をいただき、後に公式投票用紙にご記入、ご返信をお願いいたしたく思います。

投票に関する３つの理由

１、理想主義・・・あなたの投票によりJALTの民主主義的精神を支持することになるでしょう。
２、利他主義・・・あなたの投票により、これからわれわれを代表して１年または２年もの間ＪＡＬＴのために活躍してくださる立候補者に対し、強い支持と励ましとなることでしょう。
３、利己主義・・・今年の選挙は賞品抽選会もあります。投票用紙をご記入し、ご返信くださった方の中から、抽選ですばらしい賞品が当たります。詳しくは近日中に掲載されます JALT のウェブサイトをご覧下さい。

Submitted by Edward Haig, 2002 NEC Chair

President/理事長

(2 candidates)

Peter Ross

Statement of Purpose:
In order to lead JALT effectively, I believe that the President must be a good listener and who is able to understand all sides of issues so that s/he can guide the debate on contentious issues in a focused and even-handed manner. Below are some examples of how I have put these principles into practice during my career in JALT.

First, as Chapter Representative Liaison, I contributed to the discussion of JALT's structural reform by compiling menus of proposals that had been put forward at meetings and in dozens of pages of discussion by email. The SIG Representatives and I collaborated on organizing the discussion of structural reform at the July Executive Board Meeting around this summary of the issues.

In cooperation with the SIG Representatives, I have also promoted communication by arranging Japanese translation at JALT's Annual General Meeting, and by encouraging the expression of alternative opinions and new proposals at meetings that I have chaired.

The President is also responsible for keeping the chapters and SIGs informed of the activities of the national organization. As Chapter Representative Liaison, I founded the ChapRep email list to facilitate dialogue among Chapter Reps, and distributed a newsletter to the Chapter Reps to keep them informed of developments.

Finally, as a member of the Executive Board, the President also helps establish and votes on new policies. My record shows that I support strengthening both chapters and SIGs, and building cooperation between these groups.

理事長はＪＡＬＴの運営を効率的に行うため、よい聞き手であると同時に、問題のあらゆる局面を把握することができなければならないと思います。それは継続的な問題に対して、的を絞った公平な議論を導いて行かなければならないからです。ＪＡＬＴにおいて私が上記に記した教訓をどのように実行して行くのかを述べさせていただきたいと思います。

第一に、Chapter Representative Liaisonとして、私はe-mailディスカッションやミーティングで提案された項目を扱うことで、ＪＡＬＴ組改革を推し進めてゆくことに貢献してまいりました。SIG Representative と協力し、JALT大会において日本語の翻訳を整備することによりコミュニケーションを助長し、私がチェアマンを務めました会合において新しい議題やいろいろな可能性を含んだ意見を盛り込むなどして会を進めて行きました。

会長はまた支部と分野別研究部会に組織の運営活動に関する情報を流通させる仕事に関しても責任があります。Chapter Representative Liaisonとして私はChapter Representativeの間でのコミュニケーションを簡易化するために「ChapRep e-mail list」を創設し、Chapter Representativesにとって情報流通しやすいニュースレターにも貢献してまいりました。

最後に執行役員会の一員として会長は新しい政策に対しそれを具体化し投票することを助ける役割を負っていると思います。私はChapterとSIGの両者を強化し、そして両者間に協力体制を築き上げて行くことに務めたいと思います。

Biodata:

- M.A. Applied English Linguistics specializing in TESL (University of Wisconsin, Madison)
- M.Ed. TESOL (Teachers College, Columbia University)
- 5 years teaching at a language school
- 19 years teaching at the university level
- 14 years teaching in Japan
- Currently Associate Professor at Tokyo Keizai University

JALT Experience:

- Tokyo Chapter President (1995-97)
- Tokyo Chapter Program Chair (1994-97)
- National Chapter Representative Liaison (1997)

James Swan

Statement of Purpose:
I have been an active JALT member since October 1981. In these past 20 years, JALT has grown and changed considerably. Not all this growth and change has been beneficial, however. At one time, not so long ago, our membership was around 4,000. We had a big budget then, and expansive dreams. Now, due to demographic trends, economic conditions, and government policy changes, we stand at considerably fewer than 3,000 members. We can no longer afford many of the services and programs we used to provide. Budget cuts have been a constant source of friction among us. For restoring financial soundness to the national organization, our best hope is to devolve self-governing responsibility to the chapters. This is sure to cause everyone great stress, but there are not many other options left. In implementing this plan, all we can do is try to be as fair as possible. Ironically, this will return JALT nearly full circle to its original structure.

At the same time, we realize that the demography of language teaching in Japan is rapidly shifting. In addition to a continuing demand for post-university language education, a rapidly expanding job market now is for teachers of young children. It is vital that JALT readjust its focus to account for this change.

Attaining these two goals will surely entail long and vigorous debate. As JALT president, I would do my utmost to preside over these debates with an even hand and ensure that all views receive due consideration.

私は1981年10月に初めてJALTの会員となって以来今日まで、会の活動に積極的に関わってきました。この20年の間に、ＪＡＬＴは大きく成長し、またさまざまな変革も経験してきました。しかしながら、それらすべてがＪＡＬＴにとって有益であったわけではありません。つい先頃まで、JALTはおそよ4,000人もの会員によって支えられていました。そしてＪＡＬＴには潤沢な予算と大きな夢もありました。しかしながら、統計的な人口の変化、経済状況、あるいはまた政府の方針転換というような社会の動きを反映して、会員数が減少し、現在3,000人を大きく下回る状況に至っています。そのために、これまでＪＡＬＴが提供していた多くのサービスやプログラムを維持して行くことができなくなっています。会員数減少に伴う予算の削減が原因で、ＪＡＬＴ内には常に軋轢が生じています。健全な財政再建のため、私たちが取りうる最善策は、全国の支部それぞれに自治運営を委譲することです。誰もが大変な苦労を強いられることになりますが、他に取りうる道はありません。この改革案を実施するにあたり、私たちができることは、可能な限り皆に公平になるよう努力することです。皮肉なことに、この改革案を実行することによって、ＪＡＬＴはその創設期の姿に回帰することになります。またそれと同時に、私たちは、日本における言語教育の統計的人口が急速に変化していることを改めて認識する必要があります。一方において、大学卒業後の言語教育の必要性が叫ばれる中、他方では、幼児の言語教育に携わる教員の市場が急速に拡大しています。こうした社会の変化に対応するためＪＡＬＴも変わっていく必要があります。この２つの目標を達成するためには、長い時間をかけた、活発な討論が必要です。会長として選出されたならば、私は、公平な姿勢で、こうした討論を統括し、すべての立場が正当に考慮されるよう最善の努力をいたします。

Biodata:

- B.A. English (University of California, Santa Barbara)
- B.A. Asian Studies (University of California, Santa Barbara)
- Certificate in TEFL (Aoyama Gakuin University)
- M.A. ESL (University of Hawaii at Manoa)
- Previously taught at Baika Women's College, Ibaraki, Osaka and Osaka University of Economics and Law
- Currently Professor of English, Nara University, College of Liberal Arts
- Co-author of Journeys Reading 3, Prentice-Hall ELT, 1999

JALT Experience:

- Officer-at-large, Osaka Chapter (1982-3)
- Founder of the (short-lived!) Osaka Chapter Local SIG for College Teaching (1983-4)
- Book Reviews editor for The JALT Newsletter (later The Language Teacher) (for several years in mid-1980s)
- Co-founder and first Chair, Bilingualism SIG (for 3 years in early 1990s)
- Founder and current Chair, Materials Writers SIG (since 1993)

Director of Records/書記担当理事

(1 candidate)

Mary Christianson

Statement of Purpose:
I took over the duties of Director of Records when Amy Hawley (Immediate-past Director of Records) left Japan early this year. At the beginning of my term, I was nervous about sitting at the "front table," and wasn't sure I wanted to accept all the responsibility that being on the Board of Directors involves. Looking back, however, I do not regret a thing. My goal for this office is simply to continue serving JALT as I have been doing, by:

1. keeping JALT members informed of relevant business through the JALT News column in *The Language Teacher*, and
2. editing the *JALT Executive Newsletter* (JENL) and recording the Minutes from important meetings for the members of the Executive Board.

Before 2002, I was involved only with the Pragmatics SIG, but not much more. At that time, I still benefited from my JALT membership in that it connected me to other teachers around Japan. But I am finding that the more deeply involved with JALT I become, the more I benefit, personally and professionally. I feel lucky to have the chance to communicate and work with the many dedicated people who believe in and volunteer for JALT. Also, through my experience on the Board of Directors, I have learned a great deal about this organization and how its pieces work together. I am proud to serve JALT, and thankful to have had such an opportunity this year. I hope that with your vote, you will allow me to continue to learn and to serve for the coming term. I also hope that you may find a way to volunteer a bit of your time for JALT, so you may too enjoy the benefits of service. I recommend it highly!

私は、前書記担当理事であるAmy Hawley氏が今年初めに日本を離れてから、書記担当理事としての任務を引き継ぎ、担当してきま

した。当初は、会議に出席し、理事会で協議されるすべての事柄において責任を持てるか、多少の不安もありましたが、振り返ってみても、後悔することはありません。そして、今後も同様にＪＡＬＴに対して責任を持って尽力していきたいと思っております。

- 月刊誌*The Language Teacher*のコラムを通じて会員に有益な情報を提供します。
- *JALT Executive Newsletter (JENL)*、及び主要会議での議事録を執行委員会用に用意します。

以上のことを今後も続けていく次第です。

2002年以前は、分野別研究部会（語用論部会）に所属しており、日本で教えている先生方との交流もしておりましたが、より深くＪＡＬＴに貢献することにより、私の専門においても、私自身においても有益なものと実感しております。ＪＡＬＴに尽力、貢献されている多くの方々と共に従事できる機会をいただき光栄に思っております。また、これまでの理事会での経験から、私は学会の細部の機能にいたるまで熟知していると確信しております。ＪＡＬＴに貢献できることは私の誇りであり、今年、このような機会を頂くことができて、非常に感謝しております。来期も引き続き、私がこの職務に携わることができますように、どうかよろしくお願いいたします。そして、少しでもご協力をいただければ、皆様方にもＪＡＬＴの恩恵があることを祈っております。

Biodata:

- B.A. European History, University of Pittsburgh (1993)
- M.A. ESL, University of Hawaii (1998)
- Previously taught 1.5 years at conversation schools in Prague, Czech Republic and 2 years academic ESL in Hawaii
- Currently Assistant Professor, Kanazawa Institute of Technology (since 1999)

JALT Experience:

- Member since 1999
- Pragmatics SIG Treasurer (1999-2001), Publicity Co-chair (2001-present)
- Acting Director of Records (since January 2002)

Don't forget to vote!

Director of Programs/企画担当理事

(1 candidate)

Alan Mackenzie

Statement of Purpose:

As current Acting Director of Programs, I plan to ensure the smooth running of this year's national conference by coordinating all volunteer and commercial parties involved in making the event as successful as possible. Having stepped in to fill Larry Cisar's (admittedly voluminous) shoes for the current conference, I have rapidly gained the necessary experience to do so and hope to continue innovating and encouraging innovation in order to make your conference experience more enjoyable and stress-free. Although there may be problems this year, due to the difficulties involved in replacing the incredibly competent David Neill, Joe Tomei and Larry Cisar, I have no doubt that the many talented volunteers that have stepped in will do the best they can to use this conference as a learning experience (as I am) and will hopefully continue on in their current capacities to make next year's conference a great success.

Current innovations being considered are increased PR, in particular increased Japanese PR, increased community, local chapter and SIG involvement in national conferences, a higher profile for SIG mini-conferences and increased SIG-chapter coordination on events, continued program streamlining, computerization of the handout center, and investigating ways of reducing national conference fees.

Key principles in my working relations with others are to motivate, cooperate and ensure win-win situations for the least possible cost to JALT.

私は現在、企画担当理事として、ボランティアや企業の方々と協力して、ＪＡＬＴ年次大会の成功に向けて努力しています。前任のラリー・シザー氏から大役を引き継ぎ、早急に大会開催に必要な知識を得、改革を続けたいと思っています。また改革を推進することによって、年次大会を会員の皆様にとって楽しく、充実したものにしたいと思います。非常に有能な前任者、デイヴィッド・ニール氏、ジョー・トーメイ氏、ラリー・シザー氏から突然任務を引き継いだばかりなので、今年は多少問題点があるかもしれません。しかし、私は参加してくださる多くの才能豊かなボランティアの方々が、（私と同様に）この大会を学習の機会として有効に活用されることを期待しています。また皆さんのお力で2003年大会が大成功することを確信しています。

現在検討している改革内容は、広告の増強、日本語での広告の拡大、コミュニティ、地方支部、分野別研究部（SIGs）の年次大会参

加の促進、研究部会の地位の向上、様々なイベントにおける分野別研究部会と支部の協力関係、プログラムの合理化、会報配送センターのオートメーション化、年次学会の経費削減などです。

私の信念は、他の方々と共に動機を高め、協力し合い、お互いに利益のある状況を確立しながら、かつ、ＪＡＬＴの経費削減に努めることです。

Biodata:

- Masters degree from Teachers College, Columbia University's branch campus in Tokyo
- Taught in Japan for thirteen years, first at a conversation school and Simul Academy, then as a part-time university lecturer
- Presently, full-time lecturer at Keisen Women's University
- Other current positions include adjunct professor at the School of Literature, Waseda University, Teachers College, Columbia University as co-instructor on a Masters level course entitled "Facilitating Autonomy" and Curriculum Consultant to Congress Institute

JALT Experience:

- Coordinator of CUE SIG (1998-present).
- Instigated the annual CUE mini-conferences (from 1999). These have developed into Pan-SIG conferences which hopefully are also going to become annual events.
- Edited or co-edited the themed CUE mini-conference proceedings volumes: Content in Language Education (1999); Developing Autonomy (2000); Curriculum Innovation (2001).
- A brief stint as Tokyo Chapter Publicity Officer was curtailed due to duties at the JALT national level where I also had the position of National SIG Liaison.

VOTE!

THIS MEANS YOU!

Director of Public Relations/ 広報担当理事

(1 candidate)

David Magnusson

Statement of Purpose:
If elected, I will pursue these goals:

1. Create a better public image of JALT;
2. Make JALT a more marketing-oriented organization;
3. Promote wider publicity, especially among the Japanese media;
4. Work closely with chapters to help them publicize events;
5. Improve relations with corporate sponsors.

Serving as JALT's Financial Steering Committee chair for the last two years, I have gained a good understanding of the organization's financial business. Now I wish to play a more active role in the organization and serve as Director of Public Relations. The job involves meeting business people and contacting the media. It is a job I am enthusiastic about and a job I am confident I can do. Please support me to make JALT a more attractive organization for all of JALT's stakeholders.

私の公約は次の通りです：

1）パブリック・イメージの改善。
2）組織内のマーケティングの意識を高める。
3）パブリシティー（宣伝）を増やす（特に日本語メディアにおいて）。
4）各支部の代表者と協力して支部活動を促進する。
5）企業スポンサーとの関係をより緊密にする。

この二年間財務運営委員会委員長を勤めさせて頂いた結果、ＪＡＬＴの財務面を細かく理解できるようになりました。そして、今年からもっと表舞台で活躍できるように、広報担当理事に立候補いたしました。この仕事は　ビジネスマンやビジネスウーマンに会ったり、メディアと連絡したりすることが仕事です。この仕事に対して私は大いなる情熱と、自信があります。ＪＡＬＴのすべてのステークホルダー（メンバー、スポンサーなど、組織の成功に関連する者）の立場から、私は、ＪＡＬＴがもっと魅力のある組織になるよう努力しますので、私を支持して下さいますようお願い申し上げます。

Biodata:

- B.A. Linguistics and Oriental Languages (double major) (University of California, Berkeley)
- M.B.A. International Business (Armstrong College)

- Taught in Japan since 1990
- Part-time news announcer for two years with ZIP-FM radio in Nagoya
- Presently full-time English instructor at Seigakuin University
- As an active free-lance translator, have translated a large number of publicity materials (from Japanese into English), including company profiles, home pages, corporate press releases, executive interviews, and travel guides
- Bilingual (Japanese and English)

JALT Experience:

- Omiya Chapter Treasurer (1999-2001)
- Omiya Chapter President (2002)
- National Financial Steering Committee (FSC) Chair (2000-2002)
- Acting Director of Public Relations (since June 2002)

Director of Treasury/財務担当理事

(1 candidate)

Peter Wanner

Statement of Purpose:
My primary goals as Director of Treasury are as follows:

1. to work closely with and support the SIG and Chapter Treasurer Liaison personnel;
2. to assure all members that SIG and Chapter Treasurers are following proper procedures for handling financial transactions;
3. to keep Chapters and SIGs aware of grant distribution decisions so they can budget accordingly.

I have served as a JALT officer at the local chapter, special interest group, and national level for the past 12 years. These experiences have helped me to understand the concerns and issues for both chapters and SIGs and I feel that I can objectively try to meet the needs of both these groups.

During the past one and a half years as SIG Treasurer Liaison, I have worked closely with the Central Office staff as well as SIG Treasurers. I helped design the new electronic monthly reports to bring about a standardized form for all chapters and SIGs. This electronic form has eliminated the need to send hard copies of monthly reports. Treasurers can now send in their monthly reports by email and only need to send in hard copies of the reports at the end of the year. Furthermore, I edited a new, revised, easier to understand Treasurer's Handbook and Monthly Reporting Handbook with numerous examples of transactions for reference. Finally, I helped implement the first actual internal audit of all SIGs and Chapters, which has now become standard procedure. This is necessary to maintain a check and balance system to protect all people doing financial transactions as well as the membership at large. Furthermore, corrections can be made before the external audit. These measures have streamlined financial recording procedures and have provided financial stability.

Biodata:

- B.A. Interdisciplinary Studies (Business Management, Japanese, Political Science), University of Portland (1988)
- M.S. Linguistics, Georgetown University (1995)
- Doctoral Candidate in Informatics, Nagoya University
- Taught in Japan since 1988, including international elementary—high school, junior college, and university positions
- Presently Instructor in English and Linguistics, Kyoto Institute of Technology.

JALT Experience:

- JALT National SIG Treasurer Liaison
- President and Program Chair, Kyoto Chapter
- Treasurer, Bilingualism SIG
- Program Chair, CALL SIG

Auditor/監事

(2 candidates)

Morijiro Shibayama

Statement of Purpose:
The responsibility of the Auditor is twofold. One task is to conduct an annual audit of the financial records of the organization, and the other is to audit the actions and operations of the various officers and committees of the organization. By taking this responsibility, I would like to contribute to the healthy development of JALT as a professional and academic organization.

JALT is valuable for the profession of foreign language teaching in Japan. Particularly important in this respect is cooperation between native speaker teachers and Japanese teachers, and this is exactly what we see in JALT. The membership of JALT is composed of about 60% native speaker teachers of the target language, mainly English, and 40% Japanese teachers. They come together in JALT to learn from each other and to create quality programs both at the national and local levels.

JALT has grown a great deal since it started in 1975. Of course there have been a few problems during its history, and I was especially concerned about financial problems, because they affect the foundation and credibility of the organization. However, thanks to the tremendous efforts of the previous Board, JALT has cleared its deficit. I hope the new Board which is to be elected this time can keep the financial operations healthy and make them even healthier. It would be my pleasure if I could be of any help to them in achieving this goal.

監査の仕事には会計と本部役員業務の監査があります。私は微力ながら，これらの仕事を通して，学会としてのＪＡＬＴの発展に貢献したいと思っています。外国語教育で大切なのは，該当外国語の母国語話者教師と日本人教師の協力です。ＪＡＬＴの会員は６０％が母国語話者教師，４０％が日本人教師ですから，この点でＪＡＬＴは日本の外国語教育にとって貴重な組織です。ＪＡＬＴの運営には過去に様々な問題がありましたが，ここ数年の役員の努力のお陰でその運営は財政的にも健全になってきました。この流れを受け継いで，さらに健全な学会になるように微力をつくしたいと考えます。

Biodata:

- B.A. Tohoku University (1959)
- M.Ed. Reading and Language Arts, Seattle Pacific University (1986)
- Visiting Scholar at Georgetown University (1975-1976)
- Taught at high school in Ibaragi and Gunma (10 years)
- Taught at Gunma Technical College (11 years)
- Professor at Gunma University (14 years)
- Presently professor at Surugadai University (since 1994)
- Published papers in text linguistics, worked on several bilingual dictionaries, translated books in health science, and wrote textbooks for college students

JALT Experience:

- President, Gunma Chapter, (1986-present)
- Japan Science Council Liaison (1997-present)
- Domestic Affairs (2001-present)
- Chapter Representative (2001-present)
- Acting Vice-President (2002-present)

Vote!

Robert Swanson

Statement of Purpose:

I understand the deep responsibility that goes with being the Auditor of a national organization. Although JALT national has experienced some difficult times recently, I believe that the organization is strong and can be financially healthy for years to come. It is important that we work together to develop a positive plan so that JALT will continue to be the premier teacher education association in Japan.

As the national Auditor, my responsibilities will be to see that the proper accounting principles are followed and that the national office is working with other agencies to assure that we will be financially solvent in the future. I look forward to working with the national officers, the local chapters and each individual member as we move forward in the 21st Century. I would appreciate your vote for national auditor at the JALT 2002 National Conference in Shizuoka.

私は全国組織の監査人に課せられる責任について深く理解しております。JALT(全国語学教育学会)の全国組織は最近厳しい情勢に見舞われておりますが，私は組織が堅固であることと，これから先財政的にも健全になれるものと信じております。ＪＡＬＴが日本国内において再びトップの教員教育学会となる為には，積極的な計画を展開させ，共に目標を一つにし，励んで行くことが重要だと考えています。

全国監査人としての私の責任は、適切な会計原則に準じ，将来私どもが財政的に支払い能力のある組織になれるように，全国事務所が他の機関と連携し機能しているかを見届けることにあります。２１世紀を前進するに当たって，私は全国の役員，地方支部，及び各個人会員と共に励んでいく事を楽しみにしております。静岡でのJALT2002年全国会議において，全国監査人の票が頂ければ幸いです。

Biodata:

- BSBA Accounting, Trinity University
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- Licensed Public Accountant, Associate Certified Fraud Examiner, Internal Auditor
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- Worked in the ESL field in Japan since 1998: language schools, volunteer for an Amerasian school, Community Center programs, and Lecturer
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JALT Experience:

- Co-Treasurer, Okinawa Chapter (2001-present)
- Board member for the Okinawa Chapter Power of the Pen writing contest

聞き取りに焦点を定めた小学生への英語指導

柿原　直美

The number of elementary school students who are exposed to English at school has increased. Now reports from the pilot classes reveal that there seems to be need to discuss various issues such as teachers, materials, methods, and so forth. A primary question, effect of age, is still controversial. What researchers and teachers have to do is to propose a clear unified path toward a common goal.

The aims of this paper are to examine four students' results on *eiken 5 kyu*, or the STEP Test 5th Grade and clarify what students learned in their elementary school days. If young learners acquire a certain skill, it means that they will be able to get another skill in junior high school. The point is to observe the learning process of young beginners.

I. はじめに

小学生が「総合的な学習の時間」のなかの国際理解を体験する場で英語に触れる機会が増えている。１９９９年の旧文部省による実践事例集には、研究開発校や、その他の小学校に於いて、国際理解の一環として行われた活動の具体例が報告されている。

公立小学校での英語活動が国際理解の一環ということであるならば、英語でコミュニケーションができることは重要な目的の一つと考えられる。これまで、日本では民間の教室や私立小学校で、早期英語教育とか児童英語教育という呼び名で小学生に英語を教えてきた歴史がある。では、公立小学校に於いて目指すものは、これまでのいわゆる「早期英語教育」の目的と同じものなのか、それとも全く違ったものなのか。この問いを念頭において、これまでの問題点を検討し、小学生に対する英語教育で優先されるべきものについて述べたい。

II. 早期英語教育と国際理解のなかの英語活動

公立小学校での英語活動について触れる前に、私立小学校や民間の教室での英語指導は、これまでどのような評価を受けているのか、という点を明らかにしなければならない。

松川（1997 p. 141）は『小学校での英語教育の重要な論点は、それが人に先駆けて始める「早期」教育ではなく、「適期」教育かどうかという点にある』として、従来の早期英語教育のほとんどは、やるべき事柄を前倒しにして、時間をかけてそれらを教えるものと捉えている。一方、今後の公立小学校での英語活動は、その時期に導入する意味のあるものを選択することが大切であると主張している。

ところで、公立、私立に関わりなく、日本の全ての小学校で、現在英語指導が行われているわけではない。従って、どういう枠での指導であっても、今のところは、ひとに先駆けて英語教育をしているという側面が存在している。また、これまでの小学生の英語教育においても、年令と発達段階を考慮して、内容が適期であるかどうかの検討はなされてきていると思う。従って、いままでの小学校英語とこれからなされようとしている国際理解の枠での英語活動との違いは、あるとすれば、もっと別の部分ではないだろうか。

戦後、日本では公立小学校で英語を教科として教えてこなかった。従って、国の学習指導要領のような枠組みは無かった。実際のところ、目標や指導法など全てが指導者に任されたなかで小学生は英語を学んできたし、現在もその状態は続いている。その結果、早期英語教育に下されている評価は二分されているのではないだろうか。

強調したい利点は、教材、指導法の研究が進んでるという部分である。小学生は年令によっては集中の持続に限界があるので、指導者には歌、チャット、ゲームなどを駆使して指導ができるテクニックが求められる。また、文章の読み書きよりは口頭練習が中心となるため、多くの指導者は経験したことのない新しい方法を学び、開拓する必要があった。例えば、筆者はかつて属していた民間の組織で、同時にではないが、GDM, Direct Method, Communicative Approach, Phonics等の教授法の実践を求められた経験がある。文法訳読法を中心に授業を受けてきた多くの英語講師たちは、未経験の方法を学び、文字どおり手探りで実践をするような状態のときもあった。特に民間の場合、授業の中身と結果に対する最終の判断は、生徒と保護者によってなされる。退屈で結果の出ない授業をしていては生徒は教室に通わなくなる。厳しい環境のなかで、新たな

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指導法を学び、努力して授業を行っている指導者は今も大勢いるだろう。従って、公立小学校で実験的に行われている多くの活動に、経験豊かな民間の指導者の力が役立つ可能性は大いにある。

弱点としては、公立小学校で教科として取り上げられていないため、松川（1997 p. 12)の指摘するように、『英語教育学会では「際物扱い」をされていて、研究の蓄積がない』ということである。本来なら、あるべき蓄積が共有できないのは、指摘されているように研究自体に関心を持たれなかったことと、小学生の指導者が学会が認める「蓄積の仕方」を学び、発表することを求められていなかったからだろうと想像する。「際物」という言葉が適切であるかどうかはさておき、あるべき蓄積が一般化されなかったため、小学生に対して何をどう教えていたのか、また評価という点で認められていない部分が多いのではないかと思われる。

マスコミも含めて議論が盛んになっているのは、公立小学校で英語活動が取り入れられる可能性が出て来たためであることに疑問の余地はない。この点だけでも、いままでの早期英語教育が持っていた影響力とは格段の差がある。では、指導の目標や内容はどうであろうか。もし、早期英語教育の目標がコミュニケーションの実現であるならば、国際理解の一環としての英語活動と大差があるとは考えられない。しかし、単に動機付けが両方の目標であるならば、疑問が残る。

III. 動機が果たす役割

言語を学ぶ場合の動機には、試験に良い点を取る、賞をもらうというような"instrumental"なもの（二次的）と、対象言語を使って意思の疎通をはかりたいとする"integrative"なもの（本質的）との2種類に分類されることがある。Larsen-Freeman & Long (1994 p. 175)が、Strong (1984)のリサーチを基にして、動機が必ずしも学習を高めるとは言えず、それよりむしろ、良い結果を得られたことがますます学習への動機づけとなっていると述べている点や、動機は素質が影響する場合もあるし、良い結果がきっかけで動機が深まる可能性もある(Lightbown & Spada 1995 p. 112)という指摘は、思い当たる点がいくつかある。

一般的に、中学では最初の１、２ヶ月は「音」が中心であっても、１学期の期末テストでは意味、スペル、語順等様々な要素を問われることが多い。北原（1995）が行った調査で、「英語が嫌いになった時期のトップは１年の１学期である」、という結果は、入門期にもかかわらず、短期間でいくつもの要素を覚えることを要求され、重荷を感じている生徒達の自然な反応とも理解できる。この点で、小学生のときに音に慣れ、発音を練習し、いくつかの単語の意味や読み方を習得した生徒が、最初の２、３ヶ月は優位を保つことができる確率が高いことは容易に想像できる。しかし、Larsen-Freeman & Long (1994 p. 208)は数々の研究を検討した結果、"instrumental"な動機も"integrative"な動機と同じ程度に有力であると述べていることからも、試験の結果が良かったという満足感がさらに動機の育成を促すこともあると判断できる。どちらの動機が先にくるかは断定できない。単に、「英語が好き」という程度の動機では、中学、高校で学習する意欲が持続できるかどうかは疑問である。

IV. 開始時期とカリキュラム

これまで小学校で英語を学んだ生徒達は、どのような評価を受けて来たのだろうか。先に述べたように、国の方針で小学校生に英語を教えてきた歴史はない。そこで、限られたデータから推測可能な部分に焦点を絞りたい。

1. 開始時期

JASTECプロジェクトチーム（樋口、北村、守屋、三浦、中山、1986）は中学１年生、中学3年生、高校２年生を被験者とする早期英語学習者の追跡調査を実施した。私立小学校で正規の授業科目として６年間（約400時間）英語を学習した生徒（Ex)と、中学入学後に英語学習を開始した生徒(Non-Ex)との比較調査である。その結論として、発音に関しては母音、子音よりもリズムの習得に有効であるとしている。そして、その他の技能については、「早期に第２言語に触れた子供たちは、第２言語の習熟度が究極的にはより高いレベルに到達する、とするKrashen, et al. (1982)の結論と一致する」としている。しかし、これらの結論は仮説であると結んでいる。

Lightbown &Spada (1995 p. 50)は母語で生活している環境に於いて、学校でコミュニケーションの力をつけるために教育しようとする場合、１０、１１、１２歳くらいから始めれば、それ以前に始めた生徒に追いつくと述べている。発音を除いては、早く学習を始めることと第２言語習得（以下、ＳＬＡとする）との直接的な関連を疑問視する主張はその他にも多い。(Littlewood 1984 Nunan 1991 Ellis 1994)

これまでのところ、発音を除いては総じて早期英語教育が確かに有効であるとのデータはない、という認識を出発点としたい。

2. カリキュラム

年令がＳＬＡ成功の有効な要素ではないとするならば、小学生が英語を学習することは無駄であるということになる。では、何故年令とＳＬＡに対して多くの研究者が論議しながらも否定的な意見が多いのだろうか。

樋口ほか(1986)の調査では、対象校が私立の付属小学校、中学校であっても、カリキュラムの一貫性が欠如していて、早期英語教育の成果を正当に測定するのが困難であるとの主張がなされている。

Curtain & Pesola (1988 p. 52)は、早期の外国語指導プログラムが成功しなかった理由は、小学生のときの口頭での習熟が中学では評価されず、文法主体の学習を１から始めることを求められたからであるとしている。

私立の付属小学校、中学校に於いて、中学入試を経て新入生が加わる場合、小学校からの英語学習の継続性を考慮しないクラス編成をする場合がある。また、公立中学校に於いては、全員が初心者であることを前提に授業が行われている。従って、中学の先生達は、中学校で行う評価の範囲で、小学校英語を判断している可能性がある。その場合、小学校での習熟が評価されないという主張も成り立つ。小学校英語の指導者と、中学の英語教師が、それぞれ自分達の担当をする部分を互いに伝え合うだけでは有効な教育の実現は難しい。先ず、小学校英語の指導者は言語習得の過程に於いて、生徒がどの部分を確実に学んでいるかを明らかにしなければならない。そして中学では、習得された技能を前提にして授業が行われない限り、それは一貫した指導とは言えない。

3. カリキュラムの一貫性

小学生から英語を学習する場合、良い結果につながるカリキュラムの一貫性とはどういうものだろうか。Stern (1994 p. 434) は、カリキュラムをEisner and Vallance (1974 p. 2)を引用して 'what can and should be taught to whom, when, and how'としている。少なくとも、数年にわたる英語指導を検討するので、本稿では言語を構成する音声、文法、意味等の要素をいつ指導するかをカリキュラムとする。

東後（2001 pp. 71-73）は、小学生の英語の授業で想定される学習順序を６段階に分けている。項目を順番に引用すると「異文化との出会い、音声を認識する、外国の事物への関心を喚起する、英語を使ってみせる、英語を使わせる、英語を教える」である。久埜(2000 p. 38）は小学英語の目標は「音」と「語彙」で、発達過程に合わせて内容を変化させ、次第に英語のルールに気づかせていくように主張している。共通する事柄は、先ず「音」を導入する、そし

て言葉を取り巻く背景に留意しながら英語を使う経験をする，ということである。大切なことは、教案にすぐ取り入れられるような具体的な場面や文を示す前に，長い習得過程でどの要素を取り上げるかの議論をすることであると思う。

そこで，小中の英語指導の一貫性を念頭において，小学生に対する英語指導を考えると，欠かせないのは次の３点である。1）口まねを通して良い発音を身に付ける。2）４技能（聞く，話す，読む，書く）のうち聞く力を育てる。3）触れた英語の意味を理解する。

小学生に対して以上の事柄を実施するには，その年令と発達段階への理解，発音指導のための教材と方法，聞く力を育てるための材料の吟味と指導法，という様々の分野に於ける知識が求められる。

V.　授業目標

日本では小学生を対象にした英語教育を考える際の目標として，「英語を嫌いにならないようにする」という心理面を強調することがよくある。小学生に限らず，どの段階でも動機や心理面での影響が大きいのは当然のことである。そのことを前提として，この項では動機や心理的な影響以外の部分に焦点を絞り，従来の考え方を示したのち，筆者の考える目標を明らかにする。

1. 構成要素

言語を構成する要素の分類は一様ではない。本稿ではそれぞれの要素と言語学に於ける分野の関係を示しているStern (1994 p. 130)を引用して，言語の全体像を見てみる。

1. speech sounds	in phonetics and phonology
2. words	in lexicology, semantics and morphology
3. sentences	in syntax
4. meaning	in semantics
5 text (dialog, narrative, poem)	in discourse analysis

言語を構成する要素が上の５つである場合，小学生に対してはどの要素の習得が可能なのだろうか。

先ず、speech soundsはいままでの研究結果からしても小学生に教えるのに適する要素である。では、簡単な会話というのはどうであろうか。「会話練習」は小学生にとってどのような意味を持つのかを次に検討する。

2. コミュニケーションとは

旧文部省から出されている実践事例集(１９９９)には「英語活動」を取り入れている小学校の様子が報告されている。あいさつやスキットの練習をさせているところは多い。千葉県のある小学校で実践された部分を詳しく検討する。

B君に電話をかけたA君のセリフは，"Hello." "This is A speaking." "How are you?" "I'm fine." "Is C there?" である。生徒同士でやりとりを繰り返した事で英会話習得に効果的であったとしている。果たしてそうであろうか。

関口(2000 pp. 80-87)は会話を３種類に分類している。それらは，キーセンテンスを覚えればよい「旅行会話」や「社交会話」と，話題や表現が限定されていない「コミュニケーション会話」である。コミュニケーションとは，話者が考えることを相手に伝えることであり、話し相手の発言を理解して反応出来ることである。話題や表現は限定されていない。決まった表現を覚え，挨拶が完璧にできたにしても，コミュニケーションのための前段階に過ぎない。先の小学校での例を当てはめると，内容としては定式化された受け答えの域を出ていない。また，電話でコミュニケーションすることは，顔の表情，身ぶり等で意思を表現出来ない点で難易度は高く，入門期の生徒に適当であるかどうか疑問である。従って、成果として述べているようなコミュニケーションの力を高めるという判断が、英語を通してという意味なら１）決まり文句のやりとりとコミュニケーションは違う、２）生徒が実際に電話の取り次ぎという場面に遭遇する可能性は低い，という理由で、発音練習や，英語を使ってみる，どいう意味合い以上の成果は期待できない。また，「・・，同じ発話でも、自発的な発話と言葉の復唱，命名では，異なったシステムが使われることがわかっている・・・」（澤口 1999 p. 38）という脳科学の専門家の発言からも、挨拶、文のリピートという行為と真のコミュニケーションとの区別は明確にした方が現実的である。コミュニケーションは挨拶のあと始まることを認識すれば，挨拶の練習に時間を費やすことの是非はもっと問われていいだろう。

3. 授業目標

英語をコミュニケーションの手段とするには，言語を構成する要素の全てを過不足なく学ばなければならない。コミュニケーションは、発音，意味，文法，それに加えて，場面に合った適切な表現と多岐にわたる事柄が理解出来ること，と同時に相手に伝えられるようになることで実現できる。そのような状態を標榜するとき，挨拶やキーセンテンスの練習が直接「英会話」の実現に結びつくというような主張は賛成できない。決まった表現の暗記がコミュニケーションの実現に果たす役割には限界があることも強調したい。従って、授業目標が英語によるコミュニケーションの実現ならば，１）ネイティブスピーカーの話す事柄が理解できること，２）言いたい内容を英語で表現できることの２点が基本である。小学生に限って考えると１）の聞き取る力の育成に重点を置くことが実現可能な目標であると考える。

VI.　小学校英語の影響

たとえ週１時間でも，数年にわたり英語に接した生徒達が発音以外に何も習得していないように見えるのは疑問であった。そこで，筆者自身がこれまでのタスクを通して得た結果と英検５級の結果から小学生が習得したと思われる分野を探る。

1. 学習段階における特徴

異なった学習段階の特徴を知るために、１９９８年，小学生（４人），中学生（５人），高校生（６人）に同じ材料を使い結果を比較した。ひとつは、"IF YOU GIVE A MOUSE A COOKIE"という題の絵本のテープを１回聞き、その後、同じものを２回続けて聞きながら、その間に聞き取った事柄を絵に描くことである。２つめは，中学生と高校生が１コマ漫画を見て内容を文章で書くというものであった。

先ず，聞き取る際に，小学生，中学生は（１人を除き）単語レベルで捉えている一方，基本的な文法を習得している高校生は文章で捉えようとしていた。また，指導要領に出てこないrefrigeratorの絵を描いたのは７人で，皆１００時間以上小学校のとき英語を学んでいた。さらに，５，６歳からnative speakerに向けて作られている絵本やビデオに接している２人の生徒のみnail scissors を聞き取り，絵に描いた。聞き取る力と言う点では，単語数と内容の両面で小学生での学習が影響していると推測できた。漫画を文で描写する結果と合わせてみると，聞き取る時も，発するときも，ほぼ学年に従って，単語，２語，３語，文章という段階を踏んでいた。赤ん坊が母語（以下L1とする）を獲得する時には，共通した段階があることは知られている。少なくとも，生徒の年令が低い場合は，L1に似た段階を経て言葉を獲得していくのではないかと推測できた。

2. 英検５級

筆者のクラスに通う小学生時代の英語の学習経験が異なる４人の男子中学１年生が，実用英語技能検定試験（以下，英検とする）５級の過去問題を解き，３人が実際に受験をした。英検５級の内容は

中学１年修了程度とされているが，実施した時期は中学１年生の５，６月である。従って４人にとっては１）文法と意味の両方の部分で未習の部分があり，類推して答えている可能性は高い。また現在，英検への年間の志願者が2001年春の段階で340万人いる。その中で中学１年終了程度とされる５級受験生が約11万人であるという。そこで，２）日本の多くの生徒が経験するテストなので評価の基準を共有することが容易である。また３）読む力と聞く力の関係を同じ試験で見比べられると言う３点に注目して，４人の生徒たちの英検５級の結果を検討する。

なお，２回の過去問題に対しては，生徒達はテスト後に正解を確認している。

3．実施結果

生徒の背景，実施日と結果は次ぎの通りである。

実施日: 2001年5月8日 (1)，5月16日 (2)，6月24日 (3)

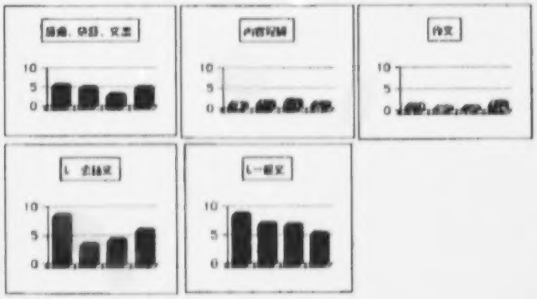
背景: 小学生は週１時間の授業を受けている。教材は市販の小学生向けの教材とnative speakerに向けて作られた絵本，テープ，ビデオを合わせて使用している。最大の目標は豊富な材料で発音，聞く力，語彙，の向上をはかることである。

生徒: A　１９９５年９月入会　私立中学１年
B　２０００年３月入会　公立中学１年
C　２０００年３月入会　公立中学１年
D　２００１年２月入会　私立中学１年

A, B, C, D　の得点

分野	配点	生徒 A (1)	(2)	(3)	B (1)	(2)	(3)	C (1)	(2)	D (1)	(2)	(3)
語彙，熟語，文法	15	6	1	11	3	6	7	4	3	5	6	5
内容理解	10	0	2	3	0	1	5	1	4	5	6	5
L. 会話文	10	9	9	8	2	4	5	4	5	7	5	7
L. 一般文	10	9	8	10	7	7	8	6	8	5	5	7
作文	5	1	2	2	1	0	2	1	1	0	3	4
合計	50	25	22	34	13	18	27	16	21	22	25	29

A, B, C, D　の項目別の平均点



VII.　英検５級の結果の検討

先ず単純に合計点を比較してみるとA　の第１回目と第２回目を除いて全て回を追うごとに得点が高くなっている。短い期間であっても問題に慣れることと，学校の授業の影響も関係していると思われるが，文字が読めるようになることで良い結果が生まれたと考えられる。また，練習と実際の試験との点数差は大きく，心理状態が結果に作用している側面と，読む力が急速についている可能性の両面が推測できる。

次に，項目を絞って小学生時代の経験と結果を見てみる。

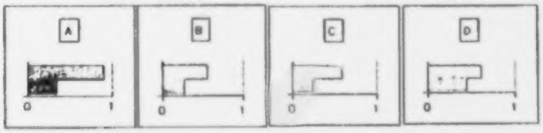
1．リスニング

2001年第１回英検５級リスニングの受験者全体の平均点は16点(8, 8)でAの得点は18　点(8, 10)である。Aは毎回得点が安定していることからも，リスニングに関しては５年間の経験が結果に反映していると考えられる。

一方，B, C, Dの得点には差がないように見えるが，詳細に見ると違いがある。前半の会話文(No.1-10)というのは，聴こえた質問に対して英文の中から正解を選ぶようになっている。ところが一般文(No.11-20)の部分では，No.11-15は聞こえた文章に相応しい絵を選ぶようになっているし，またNo.16-20は１枚の絵の内容に関して質問され，問題用紙にある英文から正しいものを選ぶことが要求されている。従って後半は文字を介することなく意味の理解を示す部分は大きい。平均点の比較をしてみると，たとえD が文章を読むこと，ルールを知ることにおいて急速に追いつき，リードしかかっていたにしても，この時点で，聞こえた文章の意味を理解する部分ではB，Cの精度が高いことが分かる。

2．読む力

英検の分野のなかの「筆記」と「リスニング」には質問に対して答えるという形式の点と，問題の内容の２点で共通しているものがある。違いは一方は質問も文字で書かれているのに対して，他方は質問を耳で聴いて判断するのである。そこでA, B, C, Dがこの部分ではどのように違っていたのかを得点率で比較する。



(上の部分がリスニング)

傾向としてはA，B，Cが筆記よりもリスニングの得点率がかなり高いのに対して，D はその差が小さいということである。（なお，全国の平均得点率は筆記0.76，リスニング0.8である。）個人差という要素は無視できないにしてもD の結果は先に述べた様にリスニングの部分でも文字を読む要素があるためと考えられる。即ち，文字を読む力はある年令に達したとき集中的に指導することで，素早く獲得できる可能性が高いということである。見方を変えてみると，もし中学生になって文字が読める事を前提にしたテストのみが実施されたなら，小学生での経験はその部分では成果がなかったと判断されてもしかたがない状況は考えられる。ここに言語を構成する要素のなかで，どの部分を強調して指導するのかという選択の必要性が発生する。

更に，変化として注目したいのは得点の推移である。A, B, Dの第2回目と第３回目の得点は次の通りである。

筆記
A: 5 →16　B: 7 →14 D:15 →15

リスニング
A:17 →18 B:11 →13 D:10 →14

D の筆記は変わらなかったが３人とも点数が上がっている。特に，A，B の筆記の点数で見る限り，英検５級に出題されている英文を読む力は，学校での授業の形態の違いなどでスタートに差があろうとも，

耳から全体の意味を理解した経験によって追いつくのは速いという推測も可能である。反対にDはリスニングの部分で点数を伸ばしている。これらの結果は、先に述べたように、中学生は、学習に費やす時間数が多いことと、年令的な要因も加わって、簡単に進歩が確認できる部分が大きいことを示している。

3. 作文

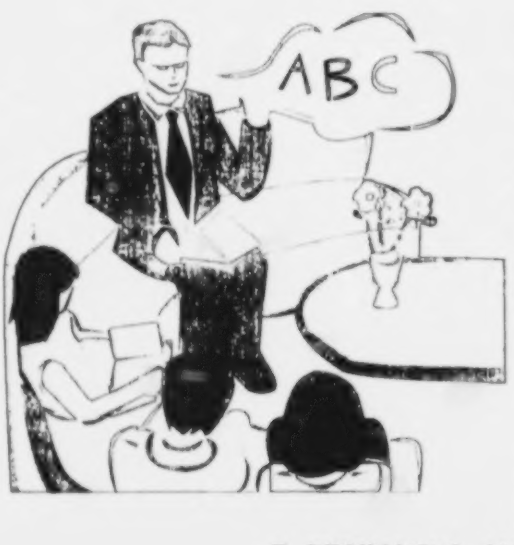
筆記に含まれている作文の問題は語句整序で、問題数は５である。４人の平均点は概して低いがDのみ得点率0.46で誤解での得点率0.44とあまり差がない。しかも３回目の本試験では４問正解している。簡単な文章はある年令に達すると短期間で理解出来るものがいることが分かる。

一方同じ試験内の似たような項目での反応から読み取れることもある。Aの２０００年第１回解答に注目する。

整序問題
正答できたもの
(26)My father (①early ②come ③home④can) this Friday.
誤答だったもの
(28)We (①many ②can ③birds ④see)

リスニング
No.1 Can you ski? を聞いて選ぶ。
1 To me. 2 Yes, I can. 3. By bus. 4. Really.
No.6 "Can you play the violin, Jack?"
"No, I can't. But I play the guitar."
Question: Can Jack play the violin?　を聞いて選ぶ。
1 Yes, he can. 2 No, he can't. 3 He's fine. 4 Every day.

リスニングNo. 6の結果からAは話された内容は把握しているように見える。しかし、(26),(28)の答えは、canは助動詞であって動詞の原形をしたがえる、というルールと語順についての意識は希薄であることを示している。口答でのコミュニケーションを想定すると、意味を理解して反応が出来ると考えられる。しかし、角度が変わって語順やルールを問われると、しっかり把握しているわけでは無い、と解釈できる。全体の意味が分かる事と、ルールや語順を分析して理解することは同一ではない段階が存在している。もし、何を伝えようとしているのかが分かり、反応出来ればよいという時期が入門期に確保されれば、次の２つの効果が考えられる。１）単語や表現のｉｎｐｕｔの量が増えること、２）覚えた語彙、表現が後に多様な例として残る、である。これらの２点は、小学生時代の経験の継続性と、中学生以降さらなる広がりを実現するためにも無視できない事柄である。中学でのカリキュラムや評価にも反映することを検討することが大切ではないだろうか。



4. まとめ

４人のデータから、小学生時代の英語学習の経験が一番長いA は聞く力と全体の意味の理解が良いという特徴があり、 B. CとDの比較ではやはり聞く力の差であるように思う。このことが示唆していることは、小学生に対する英語教育は単に動機や英語に対する態度を育成するというような間接的な目標のみではなく、具体的に言語のいくつかの構成要素の部分の技能を獲得することの可能性である。

VIII. 提案

小学生が学ぶべきものは何かという問いに、動機の育成のみを強調するのでは答えとしてあまりにも曖昧である。また、小学生の英語学習の結果には期待できないとする指摘には、そういう結論にいたった経緯を問いたい。年令が問題だったのか、または言語材料が不適当なのか、あるいは指導者の問題だったのか、それとも長期の学習計画が立てられていなかったためなのか等の点が不明では、その主張を受け入れることは難しい。そこで、これまでの結論として小学生に対する授業で強調したい部分について述べたい。

1. リスニングを中心に

Nunan (1991 p. 47) は、SLAの研究者のなかには学習者が"unanalysed 'chunks' of language"を学ぶ過程で言語を獲得するという主張があることを述べて、もしそうなら全体を学んだ後、個々の要素を確かめていくtop-downのやり方を支持するものとしている。Lewis (1996 p. 117)は学習の初期には、理想的にはListeningを中心にするべきと述べている。更に、 "un-analysed whole"として示された文章は、内容が理解された後、文法の学習を助ける "resource"としての価値があるとしている。

A. B. C、の結果で週１時間でも教材のテープ、教師の英語、ネイティブスピーカーに向けて作られたテープ、ビデオ等に触れていると聞く力は向上していることが分かる。また、読む力を育てる際に、全体の意味が分かるような経験を経て文を読む練習をするほうが、生徒にとって容易である可能性は高い。これらの点は、Nunan, Lewisの主張する事柄とも重なり、小学生の英語教育で育むことが可能な要素である。

2. 全体の意味の理解

以上のことは赤ん坊のL１を習得する過程を連想させる。ところで、赤ん坊は聞こえてくる言葉を暗記し、真似ることで言葉を獲得しているのだろうか。

先ず、子供がL1を獲得する状況を考えてみる。Brown & Yule (1994 p. 32)による、子供がL1を獲得する際には、部分的に理解している事柄に多量に触れている、とする主張に反論できる部分はないだろう。そして、赤ん坊が決して耳にしたことのない言葉を発している例はいくつも明らかにされている。(Lightbown & Spada 1993 Pinker 1995 Scovel 2000)

これらのことは、Pinker (1995)による子供は生まれながらに普遍文法を有していて、実際に母語を獲得する過程では自ら仮説を発して周囲の反応をうかがい、その結果、仮説を拡大している、という主張と合わせると言語獲得のために重要と思われる次の２点を気付かせてくれる。先ずは、多量のinputであり、もう１点はinteractionを通してのoutputである。

ところで、L1とL2は獲得する過程が似通っているかどうかという

問題がある。Vygotsky (1986 pp. 159-160)はL1とL2は言葉の発達過程としては同じものであるが、違いが生じるのはL1を基盤にしてL2の意味を考えるからだと主張している。Lewis (1996 p. 75)も同様に、L1とL2を全く別なものと考えるよりは類似していると考える方が理にかなっていると述べている。Ellis (1994 pp. 105-109)は多くの研究を検討した結果、L1とL2の類似性は教室ではなく自然な環境で言葉を学ぶ場合に見られるとしている。言語の獲得が脳内で始まるという考えは、「チョムスキーと彼の信奉者」に限らず、科学の世界では当たり前のことである(Jenkins 2000 p. 217)ということからも、少なくともL1、L2は共に脳内で発達するという部分では類似性を否定出来ない。違いが現れるとしたら、L2の影響と大人の様に文法の学習を先に行い、学んだルールを演繹する場合だろう。そこで、日本の小学生が英語を学ぶ場合を想定すると、L1の獲得状況を参考に出来るのではないだろうか。

Larsen-Freeman(1997)はカオス／複雑系とSLAの類似性を指摘している。複雑な系がカオスの縁、あるいはカオスの縁の近傍に向かって進化するという仮説がSLAと類似しているなら、学習者が多量のinput（カオス）のなかで自分なりにルールを見い出す（自己組織化する）という見方を支持するものとなる。SLAの過程が非線形であると言う主張(Long 1990 Larsen-Freeman 1997）と、脳を作る神経細胞の動きがカオス的である（津田 1997）という説も、SLAと科学の関係を研究することで言語習得のメカニズムが解明される部分があることを示している。メカニズムの解明が進めば、習得を促す方法はもっと鮮明に提案できるだろう。

Lewis (1996 p. 75)はL1の研究から次のような示唆をしている。

> Language is not 'built up' by learning sounds and structures, but by an increasing ability to break down wholes into parts which are at different levels, separable.

L1に限らず、小学生に対しての英語教育も視角、聴覚に訴えるものを活用し、指導者の助けを必要としながらも、全体の意味が分かれば良いとする姿勢が大切である。

IX. おわりに

国による教育課程の基準の中に、「自ら学び、自ら考える力を育成すること。」という項目がある。外国語の習得の場面でその項目の実現をするためには、生徒自身が多量のinputを経験しながら、ルールを徐々に実感できるような環境が大切である。時間も必要である。小学生からきちんと学習をすることも解決策のひとつである。たとえ、週1時間でも音に慣れることで、コミュニケーションを可能にする道を歩み出せる。豊富な材料を用意し、一貫した学習が出来る環境を提供できるかどうかが教える側の課題である。

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略歴

コロンビア大学大学院（修士過程）修了。18年間民間の英語教室で小、中学生に英語指導、また10年間講師研修を担当。現在、ものつくり大学(Institute of Technologists)非常勤講師。

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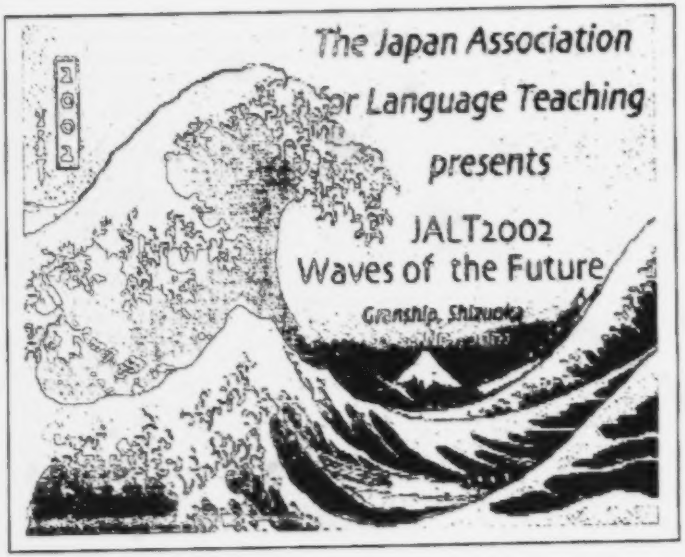

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Considerations for Securing an English Teaching Position at a Japanese University (Part 2)

Christopher Glick, ***University of Tokushima***

Researching the Position and Institution

The job advertisement itself will typically tell you a reasonable amount of information about the position; namely, whether the position is full- or part-time, the possible length of stay, and how many classes you will teach. If you have further questions, such as those suggested by Aldwinkle (1999), ask the contact person for the position. It is best to settle all questions pertaining to the conditions of employment before you apply, since you will be better able to assess whether you want to apply. Moreover, during an interview, asking questions you could or should have researched beforehand, such as whether the university is national, public, or private, can put you in an unfavorable light.

Once you have found a job for which you plan to apply, you should visit the university's and department's websites to check for: (1) staff information pages to determine what academic area (or areas) predominates, and (2) the age and type of university, which can indicate the university's staying power as well as the conditions of employment. Most universities offer such information online, typically in Japanese and sometimes in English as well. If your interests match those of most of the staff, your application has a slightly better chance of success. Other information concerning existing staff members' credentials (to form an impression of how you stand in comparison), nationalities (some institutions reputedly prefer specific nationalities or balances thereof), and so on can likewise be obtained to help the applicant at least attempt to read the tea leaves.

In general, the more rural the university's location, the less demanding the competition and requirements and more rewarding the terms of employment and length of possible stay. Though she writes regarding language schools, Crowell claims that "[j]obs in the smaller rural towns are much more available, but the distance and isolation often make them less desirable" (2000), a point which applies to universities as well (Washida, 1991).

Advice for Applying to and Securing a University Position

Hiring committees are quite strict about applicants meeting the minimum stated requirements, typically age, credentials, and experience. Therefore, if, for example, the advertisement says you need five or more publications, and you do not, do not bother to apply (Washida, 2001, p. 65).

Once you have found an open position or university that interests you, it is time to begin preparing your application materials that provide documentation of your teaching experience, publications, and related experience (Washida, 2001, p. 64): namely, a CV or résumé, a picture, and select publications. For those who do not already have Japanese working visas, you will also be asked for elementary school through high school records as well as your college degree.

To be considered for a full professor's position, you need publications, preferably good ones in large numbers (Washida, 2001, p. 87-88). Some universities or even individual departments have ranking systems for publications and presentations. Even if the university to which you apply does not have an official ranking system in place, some informal ranking will naturally exist; e.g., a TESOL Quarterly publication will carry more weight than a local newspaper editorial. My university—a national one—as well as those at which close colleagues of mine now work, value such achievements along the following simplified lines, from highest prestige to lowest: sole authorship in a refereed international journal, in a refereed domestic journal, in a non-refereed journal; shared authorship in any of the above (worth less than sole authorship); a single presentation at an international conference, at a domestic conference, at a local conference, and finally as a poster presentation. In short, publications are worth more than presentations, books more than articles, refereed more than non-refereed, single author works more than shared, and international more than domestic. Similar systems may exist in other universities and may differ slightly in details, but I trust they are basically the same.

You should submit papers to the highest level journals possible; if the paper is rejected and subsequent editing and resubmission fails, work your way down the ladder of prestige until your paper is finally accepted. Most important, do not feel intimidated. Journals interested in furthering the exchange of ideas and understanding will accept papers from anyone so long as the content is lucid and original. Furthermore, if you are currently working part-time at an institution, you can use

本論は前後編２部構成の，後編であり，日本の大学のベーシックな情情報の提供と，大学教育機関に於ける英語教師が置かれている状態，その選考基準に関して述べることを目的としている。筆者とその同僚の国立私立大学での応募した際の，あるいは教員としての経験をもとに英語教師職応募する際に重要だと思われる必勝法とその裏技を述べるものである。

that institution for your affiliation. In addition, this affiliation may entitle you to submit papers to the university's or even department's *kiyo*, its journal, which you should do. The ideal strategy is to submit to the *kiyo* preliminary drafts focusing on facets of your research, because *kiyo* are only lightly refereed, thus worth fewer "publication points," while continuing to work on the papers to submit more complete versions to international refereed outlets, making note that preliminary versions appeared in the *kiyo*. You can also publish works by yourself (Washida, 2001, p. 119-120). Lastly, try to choose catchy, concise, and attractive titles for all your works (Washida, 2001, p. 119-120), since most of your publications will likely go unread beyond the titles in the hiring process.

Concerning the résumé, you should create the best résumé possible, because some universities make hiring decisions without interviews (see below); moreover, you should submit it in both English and Japanese versions, if possible. English résumés should be written according to the style(s) in favor at the time of application. Numerous services (résumé checkers) and resources exist online (check a search engine such as <Google.com> or an online bookseller like <Amazon.com>) and in print for creating and polishing résumés. For a cookie-cutter approach, you can use one of the résumé templates provided by most word processors or even commercial résumé software or templates (see Table 1). I have professionally edited English-language résumés for Japanese job seekers, and have found the Boston College Career Center's résumé site (<www.bc.edu/bc_org/svp/carct/resume.html>) to be excellent for North American résumés, since it provides clear suggestions and printable examples, although numerous similar sites exist.

Table 1: Sample Résumé Writing Software and Templates

- Web Résumé Writer 4.2 by eInternet Studios for Windows 95/98/NT
- WinWay Résumé Deluxe 9.0 by WinWay for Windows 95, 98, Me, NT, 2000, XP or later
- Typing / Résumé Writer by Activision for Window 95/98/Me
- Résumé Plus 2.0 by InfoUSA.com for Windows 95/98/NT/Me/2000/XP
- Résumé Maker Deluxe 9.0 by Individual Software for Windows 95/98/NT
- Ready-To-Go Résumés by Yana Parker and published by Ten Speed Press (résumé files in various word processor formats)

Japanese résumés, called *rirekisho*, can be purchased in packages in stores, even in convenience stores; however, some institutions do require proprietary résumé forms, which should be explained in the job advertisement, although you may wish to contact the institution to confirm the preferred format. It should also be noted that Japanese résumés are generally handwritten, because the handwriting is felt to give the interviewers added insight into the applicant's character. When properly completed, a Japanese résumé, printed or handwritten, provides the applicants with many potential edges: some of the other applicants probably did not submit them, its existence indicates the applicant's willingness to go the extra step to acculturate, and Japanese staff will naturally be more inclined to read and recall something in their native language. While this may only apply in certain cases, the institutions that will survive and thrive are most likely those that are more innovative and accepting of outside opinions and ideas.

Japanese ability can be an important consideration. If a portion, or all, of your interview is conducted in Japanese, bear in mind that Japanese interviewers face the same problems in evaluating Japanese ability that English teachers have in evaluating student ability. There is no uniform standard and interviewers differ on what is essential and what is not. There is the added problem that too much Japanese ability, perhaps indicated by holding a degree in Japanese language or culture, may raise questions about one's commitment to teach English by suggesting a greater interest in speaking Japanese than English. Some universities prefer non-Japanese-speaking foreign staff who are possibly more likely to converse with students in English as well as create an appealing atmosphere of "internationalism" or "foreignness" for both students and staff. Other universities prefer Japanese-speaking foreign staff who can participate fully in the various administration functions, such as hiring committees or curriculum planning, of the university. Interview "tests" of Japanese proficiency range from the realistic (an oral interview in Japanese) to the unusual (e.g., reading the minutes of the previous faculty meeting cold with no background). Rather than spending one's time memorizing the *kanji* necessary to read the faculty minutes, it would probably be best to concentrate on becoming an effective communicator in Japanese, even if this comes at the cost of accuracy. For those who speak Japanese, credentials are important. The traditional measure of Japanese proficiency is the Japan Foundation's (2002) Japan Language Proficiency Test (<www.iijnet.or.jp/jpf/jlpt/contents/main-e.html>), which is given annually. A more recent test is the JTOC (The Japanese Test of Communication, <www.jtoc.org>), which is perhaps less well known than the Japan Language Proficiency Test.

Many positions require applicants to submit reference letters, called *suisenjou* in Japanese. These

451

should come from the most senior and reputable individuals you know, preferably a Japanese, since the referent will be better understood in terms of ability, position, and reputation. If you are currently studying abroad, ask any Japanese you know well for references, since some of them may be academics working on their graduate degrees: A résumé from such an individual could be particularly useful.

Credential inflation is a regrettable aspect of modern employment in many sectors. Having a doctorate in hand is a boon to anyone seeking a job in Japanese academia, yet the degree's importance is not overriding, especially for non-tenure positions. Numerous positions exist for those with an "MA or higher." According to Kitao & Kitao (1996), "[t]hat means...a PhD or an MA plus some university teaching and research experience. For research experience, it is publications that count most." In my experience, foreigners with PhDs teaching English at Japanese institutions tend to view their positions as stepping stones to gaining positions at (typically foreign) institutions where tenure is far more likely: Teaching experience gained in Japan (or elsewhere) can provide an edge. As long as tenure remains elusive for most foreign PhD holders, we expect that job turnover in Japan will continue to provide regular job openings. Moreover, with increasing numbers of Japanese university positions, for both foreigners and Japanese, being offered with contractual limits on length of stay (*Monbukagakusho*, 2001), some as brief as two years, turnover is structurally reinforced.

Interviews

It is quite important that you focus on your résumé, since it is what will possibly determine whether you are asked to sit for an interview, if the institution in question offers them. If you are asked to sit for an interview, consider it your chance to shine. Neither I nor my colleagues was interviewed initially for positions we first held at Japanese institutions. That said, interviews do happen, so you should do your best to be prepared by considering the following points:

1. Arrive on time or a bit early.
2. Dress professionally and conservatively, a point also applicable to your application picture.
3. Arrive with copies of your résumé, favorite lesson plans, and selected publications in hand.
4. Reread the employment advertisement, if there was one, so you know exactly what kind of position you are being interviewed for and can prepare accordingly.
5. Study the university itself, perhaps by visiting its website or asking Japanese friends: Is it public or private? Municipal, prefectural, or something else? Is it a two- or four-year institution? Is it coed? What departments or faculties exist?
6. Prepare a list of questions you have about the position.

The following list of questions asked of myself and my colleagues at various interviews should provide readers with an idea of the scope and breadth of the questions they might face:

Why did you become interested in teaching English?

The students at our institution are not particularly good at or interested in English because (various reasons). How would you go about motivating them in the classroom?

Why are you interested in (teaching in) Japan?

Why are you interested in teaching at this institution?

Why are you leaving your current position?

I see you have experience with (a specific type of ESP). What kind of needs assessment method did you employ and why?

Please explain your current research and its future direction. (Be prepared to explain and defend the publications you submitted.)

If you could teach any subject other than English, what would it be and why? Please describe how you would arrange the course and what materials you would require.

Do you mind (a problem; for example, teaching late at night, commuting one hour, overseeing a student club, etc.)?

Do you feel reading aloud to students is a sound pedagogical practice?

What are your feelings about (a particular teaching methodology, such as whole language)?

What do you think are the merits or flaws of team teaching?

Please explain one of your favorite lesson plans.

Do you use Japanese in the classroom? If so, for what purposes and for how many minutes of a lesson?

How well can you speak Japanese?

Conclusion

What I have tried to present to you is only the tip of the iceberg of information available about working in Japanese universities and junior colleges. Moreover, it is impossible to emphasize enough how little anyone knows about the future of higher education here in Japan. With the Japanese government facing mounting debts, calls to merge and privatize national universities are growing louder. With student enrollments and tuition revenues dropping, private institutions in particular are facing looming budgetary concerns. Already some university positions made vacant through retirement or other reasons are no longer being refilled. Staff in insecure positions may be asked to do more work for the same or less remuneration or even asked to leave in order to cut costs.

All the same, the picture of securing university employment in Japan is not as cloudy or grim as it may seem. Nor is it particularly unique. Securing a position at a Japanese university is hardly different from landing a job anywhere: Research the job you want, acquire relevant credentials and experience, meet the advertised requirements, and be as professional as possible.

Acknowledgements
I would like to acknowledge the assistance of my former colleagues Joseph Tomei and Mark Holst, who proofread this work, and who shared their experiences with applying for jobs in Japan and with interviewing and hiring foreign teachers. I would also like to thank my wife Mikiko without whose translations and research this article would not have been possible.

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Ah, yes, that's the chap I'll vote for.

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Real English Real Early: A Partial Immersion Program from Elementary School

Rebecca Keogh, *Toyoyama Junior High School, Aichi*

This year the Japanese Ministry of Education implemented the period of integrated study from Grade 3 at elementary schools. Schools may choose English as a Foreign Language (EFL) as an educational activity. To this end the Ministry plans to create a strong English curriculum that is supported by a progressive teacher-training program and effective use of Assistant English Teachers (AETs) from Grade 3 onwards. The goal is to "expose elementary school children to foreign language and let them learn about the culture and the lives of the people that speak the language" (Nakata, 2001). The goal in itself is not a dramatic departure from what is already being experienced at any number of elementary schools. Once a week/month/year an AET/JET is wheeled into the elementary classroom to sing songs, drill flash cards, answer potentially embarrassing questions, and of course play bingo. The children deserve a higher meta-cognitive experience. I proposed a different goal to my local elementary schools and translated it into the nuts and bolts of an average school day. Administrators, teachers and parents in the local area were invited to look at the proposal and respond. This paper will outline the various stages of the program and discuss the implications of issues raised by teachers, administrators and parents.

Type of Program Proposed

The proposed program is loosely based on the "staircase model" developed by Michael Berthold (1993) for partial immersion programs in Australia. It has been used to teach French, German, Indonesian and Japanese from K3 to senior in Australia. The concept of the staircase model is that students with no prior knowledge of the target language are gradually introduced to it through a progression of stages from basic language awareness to eventually being taught some content in the target language. Content refers to other curriculum areas such as math and physical education. It is a gradual, flexible program that can be tailored to the needs of individual schools. The program I proposed to my local schools begins in Grade 1 with language awareness and steadily progresses to a mixture of partial immersion and enriched language arts. The educational goal is simple but succinct: To produce individuals with well developed communicative and social sensitivity.

Stage One: Language Awareness Program (Grades 1 and 2)

The learners will be exposed to English for 15 minutes a day, preferably in morning homeroom class. These sessions will be activity-based with children participating in such activities as singing songs, learning simple chants, playing games and physically responding to simple commands. The fun activities will encourage and interest the children, develop a positive attitude to speaking other languages and learning about foreign cultures and help begin the process of language acquisition. The language outcome of this stage will be almost exclusively oral/aural based. Learners will be able to physically respond to classroom commands and orally produce and aurally recognize simple vocabulary like numbers, colors, animals, vehicles and body parts. Alphabet and simple word recognition could be introduced in the second grade.

Discussion

The overall feedback from administrators, teachers and parents was very positive concerning all elements of Stage One of the program. Ten of the 18 elementary teachers surveyed felt capable of teaching this stage but expressed that a part-time AET at the school would be welcome.

Two of the five parents surveyed expressed concern about their child's developing L1 ability. This issue always seems to be raised whenever an early immersion program is proposed. Parents need to be reassured that children develop language awareness and the ability to differentiate between languages, to some extent, by increasing their knowledge of both languages. Moreover, 15 minutes a day of English time should not impair a child's developing L1 linguistic ability as they use their L1 at all other times.

Stage Two: Language Learning Program (Grades 3 and 4)

The learners will be exposed to 25 minutes of English language learning a day, preferably 15 minutes in the morning and 10 minutes after lunch. They will be enlarging their repertoire of activities and exercises to move to the stage of language learning. Homeroom time can be used to review/introduce vocabulary or dialogue chants and after lunch the

公立小学校では、「総合的な学習の時間」で何をするのか試行錯誤されている。新学習指導要領によって、早期英語教育が可能になったが、その導入方法は明確ではない。「総合的な学習の時間」の内容決定は、各学校の人的リソースに委ねられている。筆者の地区で公立小学校が直面しているジレンマに応えて、早期英語プログラムが提案された。本論は、そのプログラムの内容と、教師や保護者が示した初期反応を紹介する。

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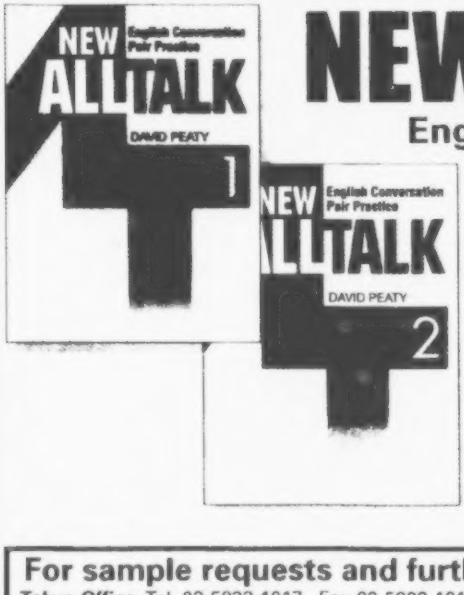

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students can run their own activities where they use the target language. A morning session, for example, may involve learning/revising some body parts. The lunch session could then involve student leaders giving directions for the game Simon Says. Oral and aural skills will still be the basis of communication but literacy in the L2 will be very gradually encouraged. Stage One activities will be encouraged but teaching strategies will widen and intensify. Whereas in Stage One the teacher may have labeled some simple classroom objects in English, in Stage Two there will be a proliferation of labels around the classroom and an introduction to reading strategies. Members of the local community who speak English could be invited to the school to serve as good role models to the children. In addition, members of the foreign community could visit the school and enrich the students' awareness of different cultures and different types of English.

Discussion

In the initial proposal many teachers and administrators felt it would be difficult to find 25 minutes everyday to teach English. Therefore the time was split into morning and after-lunch sessions. At these schools students run their own class activities for 10 to 15 minutes directly after lunch. In Grades 3 and 4 it is typically whole class games like "Jun Ken Po" or "Drop the Hanky."

About half of all people surveyed queried the practicality of introducing literacy skills at this early age considering the simultaneous challenge of learning kanji, katakana and hiragana. However, if the literacy skill is kept to simple recognition strategies that develop naturally through repeated exposure to the target language it should not be a burden to the learners. If the activity is not enjoyable it must be stopped because the most important element of this stage is to continue to develop a positive attitude towards learning English.

Only five of the 18 elementary teachers surveyed felt capable of teaching Stage Two and therefore there was a strong call for a full-time AET. At this stage of the program the AET's role would be to help make resources and introduce new games and activities. However, by far the most important role of the AET is to give the teachers the confidence to teach at this level independently. The classroom teacher is the long-term resource of the elementary school and the person who will most likely determine the success or failure of the program.

Stage Three: Partial Language Immersion Program (Grades 5 and 6)

Learners will be exposed to 45 minutes of English language learning everyday. Three 45-minute sessions will be immersion classes. For these sessions the students will be taught an easily demonstrated subject such as art, physical education or cooking through the medium of English. One 45-minute session will focus on the language forms needed to understand the immersion class. The remaining 45-minute session will develop communicative strategies through role-plays, radio/video broadcasts and quizzes. Minato Elementary School in Fukui and Honden Elementary School in Gifu set aside half an hour in the morning for an interactive English video or radio broadcast. The broadcast is prepared and led by the upper grades but every grade in the school participates from their classrooms. Preparation for such broadcasts could be done in the class focusing on communication strategies.

The most important element of Stage Three is that the immersion lessons are delivered entirely in English by the classroom teacher and the AET. The students and classroom teachers are then forced to develop their aural and oral communicative skills out of real necessity. English literacy will increasingly be more developed but the main focus will be on oral and aural communicative skills.

Discussion

The pilot study illuminated two challenging areas for Stage Three. The majority of teachers and administrators felt it would be impossible to have so many lessons devoted to English language learning a week. I have since clarified the structure of Stage Three to leave no doubt that there are actually only two English language learning sessions a week. Even so, one 45-minute session to develop communication strategies may have to suffice. The content-specific language needed for the immersion class can be acquired through necessity during, for example, the cooking or art class.

The other main area of concern was finding teachers willing and able to teach at Stage Three of the program. Only three of the 18 elementary school teachers surveyed felt capable of teaching at this level. This is not surprising. Berthold states that the prerequisites of a good immersion teacher are native to near native language skills, qualifications to teach specialist subject areas (only relevant to junior high school and high school), ESL teaching skills and commitment to and knowledge of immersion teaching (Berthold, 1995), not to mention the time to make extra resources to aid comprehension in a foreign language.

It is in Stage Three that an AET (preferably full-time) can be used most effectively. The classroom teacher and the AET must combine their knowledge to deliver an effective lesson. It will not be a walk in the park. It will be a steep learning curve for the first year, strewn with misunderstandings and frustrations, but if a route is made to the top the vista will be ample reward. To exemplify, Grade 5 could do Art in English and Grade 6 could do Math in English for the whole year. Imagine the empowering effect that successfully teaching a subject in English will give to those classroom teachers. Imagine the great role model the students are seeing when their teacher struggles and succeeds in communicating with the AET.

Another point to consider is that from the outset of this program an elementary school will have five years to get ready for Stage Three. After the first two stages of the program the teachers' English skills should have improved and hopefully there will be a positive attitude towards tackling Stage Three.

Stage Four: Language Arts and Culture (Junior High School Grades 1, 2, 3)

The program at junior high school will be enriched language arts and culture. Beginning this year, English is taught four times a week in Grades 1,2, and 3. One of these classes is scheduled for a team teaching class although officially it is called *sougo gakushu* (period of integrated study). First year students may also take an English, Math, Science, Japanese, or Social Studies elective. In the second year the pattern is repeated but they can take another elective from the Music, Art, Physical Education, or Home Economics stream. In the third year students can take two different electives from both streams. In my area the three local elementary schools feed into the one junior high school. The English program at the junior high school will have to cater to the influx of students with enriched language skills. Such a program could involve developing communicative and cultural sensitivity through, for example, sophisticated role-plays, radio plays, DJ broadcasts involving interviews, street surveys, quizzes, and intra- and inter-school email exchanges. The English elective class could be led by the AET and involve cultural activities like cooking, dance, sport taught through the medium of English and computer-based activities to allow individual progression.

Discussion

Stage Four of the original staircase model proposed by Michael Berthold aims at 50% of the school program being taught through the target language. However, the aim of this program is to develop individuals with a high sense of communicative and social sensitivity, not bilinguals. By the end of junior high school, students will have developed oral, aural, reading, and writing communication skills that allow them to function comfortably in English exchanges. These social linguistic aims and the predicted unavailability of suitable immersion teachers largely influenced the design of this stage of the program.

Two administrators from the junior high school, a member of the local Board of Education and the three junior high school Japanese teachers of English were all in favor of the AET leading English elective classes involving cultural and computer-based activities. However, the junior high school English teachers were all opposed to the curriculum ideas for the regular English classes. This is not surprising because it is a dramatic change from their familiar textbook and lesson plans that encourage rote learning and the passing of benchmarks set by the Ministry. However, these benchmarks are changing. This year, for example, junior high school teachers will have to evaluate their students' speaking proficiency. In another example, the junior high school English textbook *Horizons* has been purged of its long reading comprehension articles in favor of short dialogues. Like it or not, the future of English language teaching in Japanese public schools will be based more on oral and aural communicative skills than on reading and writing skills.

In Australia there are elementary LOTE teacher-training programs through immersion at some universities. It might be feasible for secondary Japanese LOTE immersion programs to also have an in-country practicum, whereby an Australian LOTE trainee spends time in a Japanese secondary school, with a teacher who specializes in the same content area.

Conclusion

This program was designed to fit the current educational infrastructure in my local area. Three elementary schools that feed into one junior high school had committed to early English education, allowing a program design with a sense of continuity. I respect that not all schools are in this fortunate situation and that the program proposed may be an administrative nightmare. However, it's worth considering the main points raised by this proposal and pilot study to reflect on possible educational innovations that the period of integrated studies may allow.

In Stage One some parents were worried that their child's developing L1 ability may be negatively affected by exposure to English. There have already been a number of successful pilot programs at public schools in Japan, where the students have started English education in Grade 1 and are doing very well with no impaired L1 literacy skills. Teachers at these schools enthuse that English activity time enhances the child's ability and receptiveness in other curricular areas (Kawamura, 2000, p. 14). The benefits of starting early are that children are more receptive to language and new ideas and that such a program is more likely to attract a wider range of ability levels and thus a greater number of proficient speakers (Berthold, 1995, p. 25).

In Stage Two the main point to consider is the role of the AET. The AET is there to encourage the classroom teacher to use English inside and outside of the classroom so that one day he or she will feel comfortable in leading English activity time. It is the classroom teacher, not the AET, who will have the more lasting impression upon the students.

Stage Three is the most challenging yet by far the most rewarding and exciting stage of the program. A good working relationship between the AET and the classroom teacher is crucial and both teachers will need support in terms of team teaching training and guidelines. There is room for great personal and professional development at this stage of the program. The children are also receiving two very positive educational experiences. Firstly they see their teacher as a role model of someone struggling and succeeding in communicating in a foreign language. Secondly the bilingual education experience has the potential to improve their meta-cognitive development (Cummins and Swain, 1986, p. 18).

Stage Four is the most flexible because it depends on the level of success of the elementary school program. If the elementary school program is successful the students entering junior high school will need an enriched language arts program. The possibility of continuing immersion style teaching is quite slim due to the difficulty of finding suitable teachers.

The period of integrated studies is a chance to explore unique education initiatives. By pursuing an English language program that involves partial immersion, the students will more likely develop social and communicative sensitivity. The linguistic aim of this program is to produce individuals who can communicate comfortably in English, not bilinguals. However, the following quote from Arnberg is still applicable:

> ...bilingual children, as a result of their own communicative experiences, may be more able than monolingual to assume the roles of others experiencing communication difficulties to perceive their needs and to respond to these needs…the experience of bilingualism and biculturalism [has] resulted in children showing an early concern about others and a positive reaction to people of other cultures. (Arnberg, 1997, in Berthold, 2000, p.16)

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Rebecca Keogh's research interests include immersion language teaching, minority language school children in mainstream classes and CALL. She has taught at Toyoyama Junior High School, in Aichi Prefecture, for the past two and a half years.

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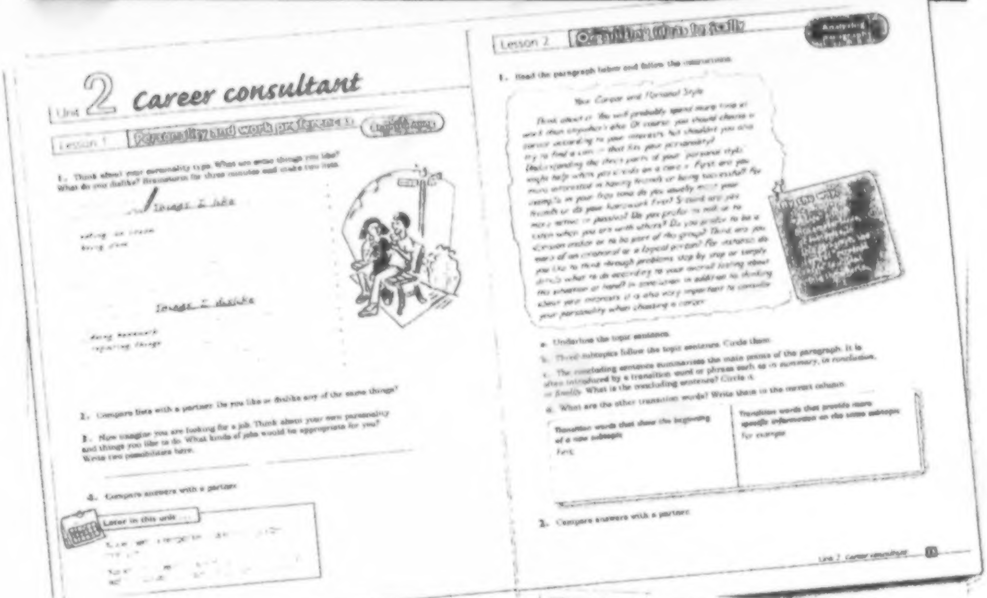
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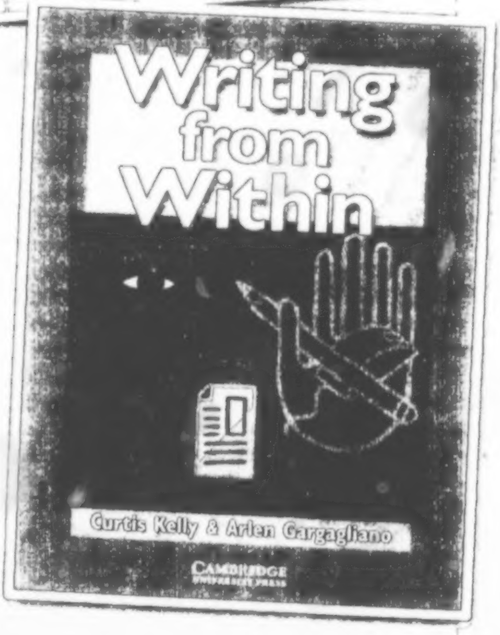
Lesson 2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TESOL Convention 2002は、4月9日より13日にかけて、冬季オリンピックの興奮が冷めやまない米国Salt Lake Cityで開催されました。会場となったのはSalt Palace Convention Centerで、この会場は外観が斬新で内部装飾も美しいばかりでなく、たいへん機能的な建築物です。1980年代に創設された後増改築され、2000年11月に現在のかたちで公開されたとのことです。大会開催時は、会場からどの方角にもまだ雪を頂いた山々を眺むことができ、その一方で、市街は春の花の香りに溢れていました。大会はバイリンガル教育の研究において第一人者であるJim Cumminsによる開会のスピーチに始まり、地元Brigham Young UniversityからはNeil J. Anderson、アジアの文化にも造詣深いThomas Scovel、また世界的に著名な言語学者であるHenry G. Widdowsonなど多彩な顔ぶれによる講演や、McGill UniversityのFred Geneseeなど4名の研究者によるパネル・ディスカッション、参加者が日頃の研究成果を発表するセッション、そして各種教材展示など盛りだくさんの大会となりました。大会期間中は早朝7時30分から夕刻遅くまで興味深いセッションが目白押しで、アカデミックな雰囲気の中、日常の雑事から開放されて最新の言語教育の潮流に触れることができました。さて、この報告では、大会の様々な企画のうちEducational visitsとして開会前の4月8日、9日の両日実施された教育機関見学会で、特筆に値するHorizonte Instruction and Training Centerの様子を詳しくお伝えします。

用意されたバスに乗り込んだ30名ほどの見学会参加メンバーは、車中、学校の概要を説明して下さったプログラム・コーディネーターDavid R. Chavez先生の熱弁にまず圧倒され、バスが学校に到着するや否や、参加者の方も熱心に多くの質問を浴びせました。学生が働くカフェテリアで昼食をご馳走になった後、図書館に案内され、James P. Andersen校長からも熱っぽく教育哲学が語られました。Horizonte Instruction and Training Centerは過去32年間ESOLプログラムを提供し続けて来た歴史を持ち、現在Alternative High Schoolプログラム、Adult High Schoolプログラム、Adult ESLプログラム、Young Motherプログラムにおいて約1,800人の学生が学んでいます。学生の出身地はメキシコ、中南米（50％）、アフリカ（21％）、東欧（11％）、アジア（8％）、中東（8％）、その他（2％）となっており、64ヵ国および地域にわたっています。ここでは「多様性の尊重」や「学生の個性重視」を教育の使命と位置づけ、学生が自立するために必要なスキル修得の場として、地域社会に貢献できる人材の育成を目指しています。

具体的には、次の5つの教育理念に従って授業が行われていました。

(1) 教員各人が多様な学生のニーズに対応できるよう教育計画を企てる。創造的、独創的な教育により、標準テストでは判定できない学生の能力を引き出すことができる。
(2) 電子メール、インターネット、CD-ROM、ファクスなどの情報機器を駆使し、情報を分析し評価できるようにする。
(3) 異文化に対して寛容な精神を育成する。
(4) 学生がその能力を最大限発揮できるように支援する。
(5) 学生が最優先される学習環境を提供し、教員も学生と共に学習する者であることを自覚する。

希望に輝く学生達の瞳や、授業に臨む積極的な学習姿勢から、学生と教員の間に築かれた堅固な信頼関係や、学生が学校に安心して身を委ねている様子が、短時間の訪問にもかかわらず容易に感じられました。始めは、教室の後方で遠慮がちに傍観していた参加者も、学生と一緒に授業に参加するよう言われて、抵抗なく授業に参加することができました。校長はじめ教員が一丸となって熱い思いで教育に当たっていることに見学会参加者全員が感動したことを確信します。

最後に、4月10日のThe Salt Lake Tribune紙上、ユタ州の40学区では財政難のため、クラスを統合してクラス数を減らしたり、1クラス当たりの生徒（学生）数を増やしたり、教育改革プロジェクトを中止したりして、窮状を凌ごうとする各校の状況を報じる記事が掲載されていましたが、Horizonte Instruction and Training Centerでは、財政難の影響を受けることなく、高邁な教育哲学が脈々と実践され、多様性に寛容な精神を持ち、地域社会に貢献できる多くの優れた人材を輩出してほしいと思います。

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Chapter in Your Life

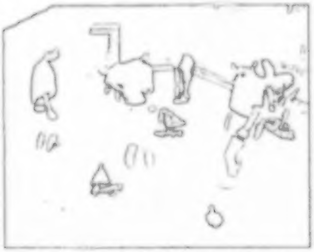
edited by joyce cunningham & miyao mariko

This issue features a very special school. With Mombukagakusho's reforms sweeping the educational system, it is important to know what schools are doing. The editors warmly encourage you to submit an 800-word report on your chapter in Japanese, English, or a combination of both.

Shizuoka—A Unique Location

Shizuoka Chapter will again play host to the annual JALT International Conference this year. The people of Shizuoka Prefecture will once more welcome people from all over Japan to the conference. Shizuoka is an excellent place to live for any family due to the number of educational institutions, both public and private, that offer excellent programs for students.

With so many schools in the prefecture, the population of teachers in the prefecture is rather high. An easy *shinkansen* commute into Tokyo each day, this prefecture offers families a great location, nestled in lush green mountains on one side and the ocean on the other, as well as excellence in education.



A Grade 1 Science/Math/Reading/Art class. Children made their own boats out of recycled materials. Students had to test their boats to see if they would float, and in some cases, make modifications. Results were discussed and graphed. Integration of subjects and taking language across the curriculum is important for language development.

At the eastern end of Shizuoka is a city called Numazu. Numazu has a rather large non-Japanese population, many of whom are involved in education. One unique educational feature of Numazu is Katoh Gakuen. Enjoying its 30th anniversary year, Katoh Gakuen is known throughout Japan for its English Immersion Program. Educators from all over Japan come to visit, often with their student teachers, to observe this unique educational institute. The elementary school is divided into two programs: Regular (the regular Japanese Mombusho program) and Immersion. The families move from all over Japan to enroll their children, recognizing the unique opportunity the program offers their children. Each class has a team of teachers, both Japanese and non-Japanese, who, as the children's homeroom teachers, are able to open the children's eyes and minds to different cultures. Children enjoy this special experience and while studying in a second language, play, have fun, and joke with foreigners. When the children walk through the door, their day begins in English. On a regular day students from Grade 1 through Grade 3 will spend 65 to 75% of their day in English, while in Grade 4-Grade 6, they spend 50% of their day in English. Although English is a subject, most English is taught through content.

Morning Meeting begins the day. In most cases, the children run the Morning Meeting themselves and this is done in English. It is now July, and the Grade 1 children are already running their Morning Meeting in English, communicating successfully with teachers in English and beginning to interact with each other in English. It is not enough that English be the language of interaction between student and teacher. To really be working in L2, the children need to transfer this across to the interaction between themselves. L1 and L2 areas are established in each class level and this is supported by the Japanese and non-Japanese staff members. Japanese staff members speak English in the L2 "zones" and likewise, non-Japanese staff speak Japanese in the L1 "zones." The Immersion Program continues through junior high school to Grade 10. From there, students complete the last two years of study in senior high school doing the International Baccalaureate course. Students from the very first Immersion class are set to enter their high school senior year next year. It is an exciting time for the Immersion Program.

Picture 2: Theme/Art/English/Science class for Grade 1 involved growing Morning Glory plants, monitoring development, experimenting with various conditions, reading about plants, sketching and painting their own plant. Again, integrating subjects and taking language across the curriculum.

Shizuoka, attracting families from all over Japan, and teachers from all over the world, is a very unique experience for students, teachers, and parents alike. The high interest shown in the program, both nationally and internationally, marks Numazu as a very special place on the map and Shizuoka a very special place to be.

Reported by Michelle Nagashima,
English Department Coordinator
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Interruption Cards

Christopher Glick, ***The University of Tokushima***
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Quick Guide

Key Words: Turn taking, interrupting
Learner Level: Intermediate
Learner Maturity Level: University to adult
Preparation Time: 20-30 minutes to create the first activity sheet (10 minutes to change card content in any subsequent sheets)
Activity Time: 15 minutes (5 minutes explaining, 10 minutes talking)
Materials: A sheet of paper with instructions and six interruption cards for every student

Students often seem reluctant to take the floor, let alone interrupt a speaker, even those ensconced in a deep and apparently endless pause. This teacher has attempted to make his students more assertive speakers through the occasional use of interruption cards that help teach conversational, turn-taking phrases.

Before class, prepare a sheet with six cards (see attached example), each card having three specific parts: an interrupting and occasionally turn-taking phrase in the center in large letters, such as "But..." "By the way..." or "Really?" which will be read aloud; a phrase at the top in small boldface type explaining who will continue the conversation after the card is read; and a space marked in small print at the bottom for signing one's name. The latter enables players to identify who interrupted the most frequently at the finish of the game.

Procedure

Step 1: Give each student a copy of the handout. They should separate the six cards after reading and signing them.

Step 2: Explain to the students that they will be given a topic, such as "Tonight" or "My Job," to begin a short discussion (eight to ten minutes). Tell the students they will use the cards to interrupt one another during the conversation. When the teacher yells "Change!" students should try to play one of their interruption cards as quickly as possible. The first to play a card reads it aloud, which often changes the conversation.

Step 3: Explain each card's interruption word or phrase to make sure students understand its use and contexts so they can later interrupt one another appropriately. When read as written, some cards might cause rude interruptions; for example, by bluntly interrupting a speaker in mid sentence to ask someone else, "Have you...?" Teachers should point out how this can seem rude. Alternatively, the teacher may choose to teach cues such as "Sorry to interrupt, but..." or "Excuse me..."

Step 4: Put the starting topic on the blackboard and tell the students to begin. For a faster start with slower students, designate each group's first speaker before starting, perhaps through *janken* (rock, paper, scissors).

Step 5: While students are talking, move about the room helping confused, slow, or troubled students. At random or regular intervals, yell "Change!" In each group, the students must, as quickly as possible, play one of their cards; the first interruption card played is read aloud by the student who played it, and the conversation proceeds from there. Certain topics and situations (e.g., the last thing said) can preclude the use of particular cards. In such cases, the first appropriate card should be accepted. Teachers might wish to model the activity with a small group of better students before setting the rest of the class the task.

Appropriate card use example:
S1: We went to a movie last night, and it...
T: Change!
S2 (reads card "Oh! Before I forget, today I..."): Oh! Before I forget, today I ate breakfast. How about you?
S3: Me too. What did you eat? I ate some bread and had some coffee...
T: Change!
S1 (reads card "But..."): But, you are always late for class, so I think you don't have any time to eat breakfast.

Inappropriate card use example:
S1: Do you like to eat natto?
T: Change!
S2 (reads card "REALLY!?!"): Really!?! Yes, I like it a lot.
S3 (recognizing inappropriate use reads card, "By the way..."): By the way, I feel very sleepy, because...

Step 6: To add a competitive edge, identify the winner as the first student to play all his or her cards. Class points might then be awarded. If time is short, stop the class after a few minutes and ask the students to count the total number of cards each played to identify each group's winner.

As an occasional activity for introducing new turn-taking phrases or enlivening conversations, this activity can get your students to interrupt speakers gleefully, improve their conversational reasoning, and engage in semi-spontaneous turn taking.

Interrupting Conversations

Separate the cards below after writing your name on each one

You and your partners will have a conversation. When the teacher says "Change!" everyone should try to play one card as fast as possible. The person playing the first suitable card will read it, which will cause the conversation to turn.

The person who plays all their cards first wins!

to the last speaker

REALLY!?!

name:

I continue talking

Oh! Before I forget, today I...

name:

I continue talking

Anyhow, as (*name*) was saying...

name:

to the last speaker

But...

name:

to a new person

Have you ever...?

name:

I continue talking

By the way...

name:

Hands Up! Encouraging Shy Students to Raise Their Hands in Class

Kay Hammond,
International Christian University
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Quick Guide

Key Words: Shy students, student response
Learner Level: Beginner to Intermediate
Learner Maturity Level: Junior High School and Above
Preparation Time: Minimal
Activity Time: Minimal interruption of class time
Materials: Photocopy of Appendix 1 made into four cards for each student

Rationale

Having students raise their hands to indicate their understanding or agreement with a point is a time effective method for teachers during classroom instruction. However, a commonly frustrating experience for teachers in Japan is the reluctance of students to raise their hands in class. This can be particularly noticeable in large classes where the students do not know each other well. Many students are embarrassed to admit when they do not understand, especially if they think the rest of the class does. This creates difficulties for teachers who, in the absence of any form of feedback from the students, become uncertain as to whether to proceed with the lesson or backtrack to cover the point or instructions again.

An effective way to encourage students to raise their hands is to give them cards with answers on them to hold up. The key point is that all students must hold up a card, even if it is a card that states that they do not wish to answer. This classroom technique was developed with a mixed level class of 30 first-year economics students at a university in Shiga prefecture. At the start of the term the students were reluctant to raise their hands. At the end of the term, by using the following procedure to introduce the cards, the students willingly raised their hands even without the cards.

Procedure

Pre-class

Make four cards for each student in the class. A more durable set of cards can be made if laminated. If possible, make sure the answer written on a card cannot be seen through the card from behind.

In Class

Step 1. Distribute the cards to the students at the start of the class. These can be placed on desks near the door for students to collect as they enter the room.

Step 2. In the first class, explain to the students that they must raise their hands while holding up the card that indicates their answer. Stress that all students must hold up a card when a question is asked. Students who do not wish to answer a question should hold up the *Pass* card.

Step 3. The teacher should decide how many *No* or *Not sure* cards constitute grounds for further explanations.

Step 4 Collect the cards at the conclusion of the class.

Step 5. Use the cards for a few weeks and then "forget" to bring them. See if students are willing to raise their hands. If not, continue to use the cards until the students are confident enough to raise their hands without them.

Step 6. When the cards are no longer being used, choose a hand position to represent *Not sure*, for example, holding the forearm horizontally in front of the face.

Student Reaction

The students regarded the cards positively. One student said she found the *Not sure* card useful when she thought she understood, but wanted more information. Another student said the cards were especially useful at the beginning of term when the students did not know each other well. Many students commented that they needed the cards at the start of the term and then became confident enough to raise their hands without them.

Teacher's Note

This idea was an adaptation of a procedure used by Norma Shapiro (2000). In her vocabulary acquisition classes, she had students hold up cards that said *Yes*, *No* or *Not sure*. She used these cards as a non-demanding way of checking student comprehension of new vocabulary items before moving on to the more challenging production stage. During her demonstration of this it became obvious how easy and efficient it was to see the responses of the whole class at a glance. Furthermore, class members were mostly unable to see the responses of the others.

The implication of this for encouraging shy students to respond to questions was immediate. Through the addition of a *Pass* card, all students would be required to raise their hands, even when they preferred not to answer. Having all the students raise a card gave them the experience of physically responding in front of their peers. The intermediate step of responding without their peers seeing the answer on the card may have facilitated the students to respond before their peers by just raising their hand.

I usually repeated my instructions when two or more *No* or *Not sure* cards were held up. I found the use of the cards to be a non-threatening, effective way to encourage students to raise their hands. This was especially noticeable for the lower level students in the class. It also brought some levity to the class when I referred to the cards as "*Hazukashii* Cards" (shy cards).

Reference

Shapiro, N. (2000). Traveling the road to an active vocabulary. Featured Speaker Workshop of the Japan Association for Language Teaching 26th Annual International Conference on Language Teaching, Shizuoka, Japan, November 2-5, 2000.

Appendix 1

YES	NO
NOT SURE	PASS

The Question Menu: Using Student-Generated Questions with Reading Texts

Jane Hoelker,
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Quick Guide
Key Words: Reading, reader response
Learner English Level: High beginner to advanced
Learner Maturity Level: Primary, secondary, tertiary
Preparation Time: 5 to 15 minutes
Activity Time: 20 to 30 minutes
Materials: Optional checklist for the Oral Question Menu, handout sheet for the Written Question Menu, 10 strips of paper for the Listening Quiz Menu

My students, whether novice or advanced, English majors or non-majors, prefer writing and answering each other's questions on a text more than answering questions provided in the text book. After reading about Reader-Response Theories (Beach, 1993) and the claim that meaning is brought to texts by the reader, I understand that student-generated questions make the text more accessible than textbook questions, which often focus on facts to the exclusion of the reader's experience. The Question Menu, based on this theory and implemented in three different ways, results in deeper learner involvement with the text. I do not employ all three variations in one lesson, but alternate their use.

The Oral Question Menu Enlivens the Class

Step 1. Assign one-third of the class the role of teacher and two-thirds the role of student. Divide the text into sections containing enough material for each teacher to produce three to five wh-questions (*who, what, when, where, why, how*). At the same time the students study the entire text. Allot ten minutes for this step.

Step 2. Next, the students, books in hand, visit each teacher in the order of their choice. The students must visit each teacher to test their comprehension of each section that the text has been divided into. If needed, a checklist of the required number of questions to be answered could be prepared. The goal is not so much to test knowledge of the reading (although the students think it is) as to encourage discussion. The teacher asks each visiting student two questions out of their menu. Allot 15 minutes for this step.

The Written Question Menu Encourages Reflective, Involved Exchange

Step 1. After pairs read their assigned section of the text silently, they write ten questions, eight of which are wh-questions, one of which is an *or* question and one of which is a *real life* question. An example of an *or* question is, "Do you watch TV or read books in your free time?" An example of a *real life* question, in this case referring to Angelou's famous poem is, "When do you think that you are a caged bird?"

The addition of the *or* and *real life* questions result in a reflective, involved exchange between partners. Their reading skill supports the students as they work with the more complex structure of the *or* question. Prior to this exercise, learners often answer the first part of an *or* question instead of choosing between the two given options. For instance, to the question, "Do you watch TV or read books in your free time?" they often answer, "Yes, I watch TV." Answering a *real life* question such as the one above referring to Angelou's poem gives learners a chance to introduce their personal experience into the lesson. Allot 30 minutes, which is halved after several practices, as students become more skillful at writing questions.

Step 2. After editing spelling and grammar mistakes and eliminating duplicated questions, I type all the questions on the Written Question Menu for the next class.

Step 3. In the next class I distribute the Written Question Menu to the *teacher* in each pair. I tell the *teachers* that they do not have to ask all the questions, nor do they have to ask them in order, but their time is limited to 15 minutes. The *teacher* ticks each correctly answered question on the list, leaving the unmarked questions for homework. Thus, the learners become motivated to complete all the questions during the time limit. If the *or* question is about the text, the response must be correct according to the information in the text. If the *real life* or the *or* question is about the student's life or requests an opinion, there is no right or wrong answer.

The Listening Quiz Menu Focuses Learner Attention

Step 1. In the next class, pairs of students write ten true-false items based on an assigned section of the reading.

Step 2. I edit and type each item (eliminating duplications) on a strip of paper, which yields enough for a ten-point quiz.

Step 3. When giving the quiz during the next class, I choose the strips out of a hat, reading each one aloud twice, while students mark their quiz papers. Students often smile when they hear their item read for the quiz.

Pronunciation Focus

A variation on the Listening Quiz (first suggested to me by Judy Gernant of Kinran Women's Junior College, Osaka, Japan) motivates students to focus on clear pronunciation. Volunteer students come forward, chose a strip from the hat, and read the quiz item aloud. They usually try to speak very clearly for their peers who are being quizzed on what the speaker is reading.

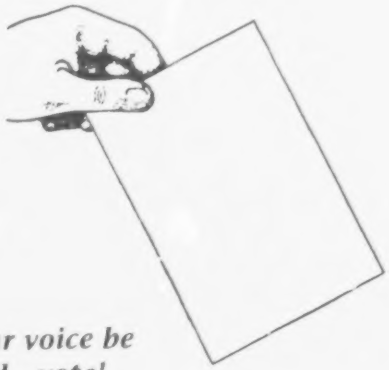
References

Beach, R. (1993). *A Teacher's Introduction to Reader-Response Theories.* (National Council of Teachers of English: Urbana, Illinois).

Advertiser Index

Key: IFC = inside front cover, IBC = inside back cover, OBC = outside back cover

Cambridge University Press	28
EFL Press	2, 30
Macmillan Language	24
Nellie's	40
Oxford University Press	IFC, IBC, 44
Pearson	36
Seido	12
TEL Book Fair	OBC
Thomson	50, 51
JALT2002 Conference	18



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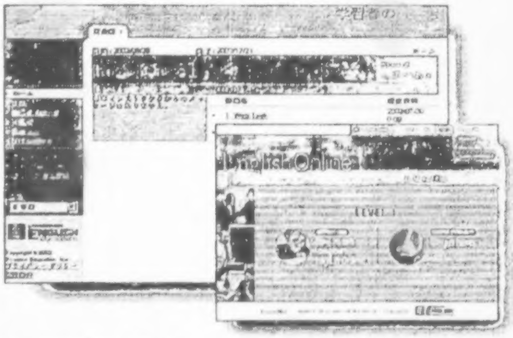
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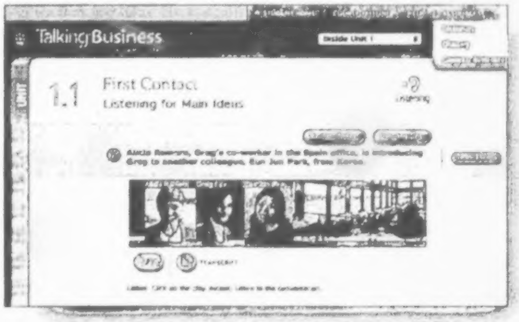
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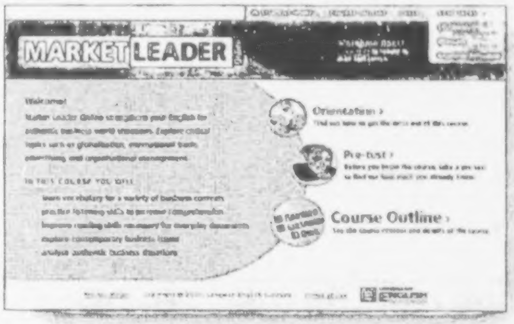
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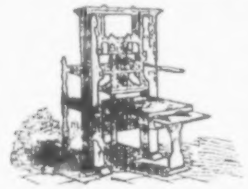
Advertising Feature

Teaching Critical Thinking and Discussion Skills

by Richard Day, Longman ELT author



Longman ELT wants to thank *The Language Teacher* for this opportunity to give you a "behind-the-scenes" insight into how materials are shaped from conception to printed material. This insight is brought to us by Richard Day, professor of ESL and SLA at the University of Hawaii. He is the author of *Journeys Reading 3*, *Impact Topics*, and *Impact Issues* for Longman. He is also the author and editor of many other publications.

A number of years ago, I was approached by Mike Rost, the editor of the *Impact* series of texts for Longman. He wanted me to develop some cutting-edge materials that would be based on the concerns of students—issues that students confronted in their daily lives. Mike felt that there was a void in the market. I agreed! A short time later, Junko Yamanaka joined the project and we set to work.

We had to address this question: Are EFL students in Japan able to think critically on socially significant topics and discuss their ideas in English with their classmates? We concluded that our students could be instructed in thinking critically and expressing their opinions even in the early stages of language learning. Many experts think beginners need easy communicative activities, whereas critical thinking and discussion can only be done by upper intermediate and advanced students. Unfortunately, most EFL students do not reach those levels of proficiency and are doomed to talking about what food they like or what color shirt they bought last week.

Equally depressing, we felt, is the wasted opportunities to help students expand their understanding of global issues, to express their values and beliefs about meaningful topics, and to develop critical thinking and discussion skills, which many EFL teachers believe to be the ultimate goal of language teaching and learning. In our opinion, these crucial aspects of language learning don't have to be delayed or postponed.

Junko and I finally came up with a set of materials that helped our students to express their opinions in class. From the materials, we distilled five conditions:

1. The topic must be interesting and relevant to them.
2. The issue has to be controversial and clear.
3. The topic needs to be presented with an impact.
4. There are activities to help the students recognize and understand different points of view, and then express their own beliefs.
5. The activities are designed to provide structural support.

Our first project resulted in *Impact Issues*, a collection of 30 topics that young adult learners of English in Southeast Asia had expressed an interest in discussing.

First, we surveyed sample target audiences to find suitable and appropriate topics. Once we had the topics, we wrote or adapted a text (e.g., a conversation, a letter), paying attention to our second condition—that the issue be controversial and clear. This helps focus student attention. Then our third point follows. The text has to have a punch, an impact, something that grabs our students' attention.

The fourth consideration is important because it helps students to overcome hesitancy or shyness in expressing themselves on the topic. We have found this can be done by a three-step process:

A. Give sample opinions with which they can either agree or disagree. (Avoid open-ended questions or directions, such as *"Give me your opinion"* or *"What do you think about capital punishment?"*)
B. Provide easy, useful expressions and non-threatening activities for exchanging opinions.
C. Sometimes assign roles so that they don't have to give their true opinions.

Finally, the fifth consideration is needed to help our students deal with linguistic difficulties and to develop fluency. This fifth consideration was particularly relevant when Mike and Longman wanted us to do a second *Impact* project (*Impact Topics*), a follow-up to *Impact Issues* but at a lower level. (*Impact Issues* is aimed at students at the intermediate and higher levels of English.)

In *Impact Topics*, we developed a series of four activities to help provide language support. The first activity has the students simply listening; there is no speech production. Next, they respond to the teacher's question; all the students have to do is express agreement or disagreement. This is followed by pairwork, in which the students basically repeat the previous activity. The final activity is a communicative one that differs according to the topic.

The third book in the series, *Impact Values*, has just been published. Joseph Shaules brought a valuable cross-cultural perspective to the project. Aimed at a slightly higher level than *Issues*, *Values* has the same methodology as *Topics* and *Issues*. The focus is on helping students explore their own beliefs and values and develop critical discussion skills. In addition to having completely different topics, there is an emphasis on debate and public speaking.

If you are interested in motivating your students and helping them to develop their critical thinking and discussion skills, give *Impact Values* (or *Topics* or *Issues*) a try. To take a closer look at the *Impact* Series, <www.impactseries.com> is a great website to visit. You can also contact us directly at 03-3365-9002 or email us with questions or requests at <elt@pearsoned.co.jp>.

Departments

Book Reviews

edited by amanda obrien

Creating Conversation in Class: Student-centered interaction. Chris Sion. London: First Person Publishing/English Teaching Professional, 2001. pp. 96. £13.25. ISBN: 0-953309-88-6.

Looking for a resource book full of easily adaptable ideas for lead-ins and starters, breaking the ice, games, brainstorming, simulations, and discussions for the conversation classroom? *Creating Conversation in Class* does all this and more, focusing on fluency in the conversation classroom with ideas and tasks perfect for stand-alone lessons or to supplement existing course materials.

The book's strength lies in the versatility of the author's approach to communicating ideas to practicing teachers. Sion considers that "our task as [conversation] teachers is to find the key that unlocks the student's need to communicate" (p. 8), fostering "genuine interaction about a common interest" (p. 9), while "balanc[ing] preparation and spontaneity" (p. 8). As with any "recipe book," the activities can be used as written, however, the way that Sion presents these materials encourages a great deal of creative design by the teachers who use them.

Since conversation classes vary enormously, Sion has included a comprehensive array of ways to tailor ideas to fit any teaching/learning situation in the "Using this Book" section, which will be particularly valuable for those with less experience teaching conversation.

The classroom ideas are organized into six sections. "Getting Started" comprises lists of 20 starters, questions, and lead-ins for use at the beginning of a lesson, which increase student motivation toward lesson content. "Breaking the Ice" has seven tasks useful for students to get to know each other and the teacher. The nine activities in "Talking to Each Other" have been designed "to continue stimulating your students to keep talking in English as often as they can" (p. 36). "Talking About People" has 11 activities "to engage the student's interest through constant reference to their own lives and personal experience" (p. 52). "Focusing on the Family" consists of eight activities based on brainstorming, simulations, and discussions. Sion notes in the introduction to "Playing Games" that "although [games] usually start with a basic framework of rules, they frequently go on to create a great deal of unstructured conversation" (p. 84). The ten games included in this section will be useful for many teachers.

At the end of each of section, Sion has added ideas for learner training to enable learners in such areas as "Reflecting on Learning," encouraging positive learning strategies; and "Learning to Revise."

I have used several of the ideas from this book in my own university, college, company, and private classes with great success. The icebreaker "Hands Up!" (p. 30), in which learners first listen to statements true for the teacher and raise their hands if they are also true for themselves before creating their own statements for use in groups, worked very well in the low-level classes in which I used it. "Topics from A-Z" (p. 43) and "Show Me a Picture" (p. 57) have resulted in lively conversations in university, company, and private classes. I adapted the list of household chores in "Housework" (p. 81) to a survey format for second-year university students to interview each other and report their findings back to the class, and then used the discussion questions with a number of my own. The students enjoyed the format and the entailing discussion was more thoughtful than I expected. I also used "Thingamajigs" (p. 90) in first-year university classes to practice definitions. It was a challenging, fun way for students to practice communicating the need for an item in a shopping environment.

I recommend that you try some of the activities from this book. The elegance of the approach becomes clear with use. *Creating Conversation in Class: Student-centered interaction* is an excellent addition to any teacher's resource library.

Reviewed by Kim Bradford-Watts
Osaka Gakuin University

Strategies for Success. H. Douglas Brown. New York: Longman, 2001. pp. 73. ¥2,000. ISBN: 0-13-041392-5.

Strategies for Success is a thin little textbook intended as a supplement to intermediate language texts. It claims to empower language learners to become aware of their own styles and to acquire effective language learning strategies. The book has twelve chapters, each four to eight pages in length. Each chapter focuses on a specific concept in style awareness and strategy learning such as "What Kind of Learner are You?" "Motivating Yourself and Setting Goals," and "Using Group Strategies."

Each chapter begins with a short introduction of the topic and a self-check questionnaire. This is followed by a key for scoring the questionnaire and an assessment/evaluation of the scores. Pairwork exercises, large group discussions, and journal writing assignments complete the chapter.

I ran a random selection of text through the Flesch-Kincaid readability filter which averaged 9.6 on the scale, meaning it's written at a level a native English speaker in junior high may find challenging.

I sampled one 6-page chapter in a class of low intermediate students and it took the entire 70 minutes to get a little over halfway though it. This indicates it may be too time consuming for the results it produces. Definitely more than a supplement here.

The text is not for everyone. Students who would take advantage of a book like this would probably succeed more at language learning regardless. Those students don't need much convincing that self-awareness and learner autonomy are key factors in acquiring a second language. It seems *Strategies for Success* would be suitable for a full-time intensive course packed with dedicated, committed, ambitious high intermediate students.

If you don't have one of those classes-made-in-heaven, the book has other merits. For example, this would be a good book to recommend to a hard-working intermediate student for self-study supported with one-on-one discussions. Also, novice teachers who want to know more about learner styles and preferences or language learning strategies would benefit from reading this book. It would also suit an English speaker learning a second language. It would be beneficial to work through it while thinking about one's own strategies for language learning. I found some comments insightful and challenging, as I considered my own adventures in learning Japanese.

As a teacher, I would keep this book on my shelf and use it to reflect on my own teaching or to borrow teaching ideas. It's full of good ideas, but I found it unsuitable as a supplementary text in my classroom.

Sylvan Payne
Miyazaki International College

Recently Received

compiled by jennifer danker

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will not be available for review after the 30th of September. Please contact the Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to the Publishers' Reviews Copies Liaison.

Books for Students

Coursebooks

*Oxford English for Information Technology. Glendinning, E., & McEwan, J. Oxford University Press, 2002.
*Vocabulary in Practice 1 & 2. Pye, G. Cambridge University Press, 2002.
*New Headway English Course (Beginner). Soars, J., & Soars, L. Oxford University Press, 2002.
Terrific Talk. Lawrence, N., & Levesque, G. Kinseido Publishing, Japan, 2002.
Issues of Global Concern. Peaty, D. Kinseido Publishing, Japan, 2002.
Exploring Hidden Culture: Deeper Values and Differences between Japan and North America. Stapleton, P. Kinseido Publishing, Japan, 2001.
!Business Vocabulary in Use. Mascull, B. Cambridge: Cambridge University Press, 2002.

Supplementary Materials

**Oxford Collocations: Dictionary for Students of English.* Oxford University Press, 2002.
Do You Know? Puzzling and Improbable Questions and Answers. McLain, B. Kinseido Publishing, Japan (year not provided).
New Understandings: New Answers to the World's Oldest Questions. Stapleton, P. Kinseido Publishing, Japan, 2002.
!*The Cambridge Guide to Teaching English to Speakers of Other Languages.* Carter, R., & Nunan, D. (Eds.). Cambridge: Cambridge University Press, 2001.

Books for Teachers

(contact Kate Allen <kateob@kanda.kuis.ac.jp>)

*Individual Freedom in Language Teaching: Helping Learners to Develop a Dialect of their Own. Brumfit, C. Oxford University Press, 2001.
*Intercultural Business Communication. Gibson, R. Oxford University Press, 2002.
*Teaching English as an International Language: Rethinking Goals and Approaches. McKay, S. Oxford University Press, 2002.
*Methodology in Language Teaching: An Anthology of Current Practice. Richards, J. & Renandya, W. (Eds.). Cambridge University Press, 2002.
*Stylistics. Verdonk, P. Oxford University Press, 2002.
*Pragmatics. Yule, G. Oxford University Press, 1996.

If you would like to order or ask about *Talking to Yourself in English,* please contact The International English Book Centre at:<info@ebcoxford.co.uk> (specialist advice) or <sales@ebcoxford.co.uk> (general enquiries).

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JALT News

edited by mary christianson

As promised in last month's column (if you haven't read it, I would encourage you to go back and take a look), this month features reports from the June OGM (Ordinary General Meeting) held at Sophia University on June 30th. For the full text of the EBM (Executive Board Meeting) and OGM minutes, please contact me. I have posted them on the EBM-Net email list for the Executive Board members, and they will also appear in the November JENL. Please let me know anytime if you have any questions or comments.

Minutes for the First JALT Ordinary General Meeting

Sofia University, Tokyo
Sunday, June 30, 2002

A quorum was established with 30 voting attendees and 135 proxies.

Item 1: Hugh Nicoll was appointed as the OGM Chair.

Item 2: The following people were unanimously approved as acting members of the Board of Directors until elections are held at the Conference OGM in November, 2002.

- Acting President, Tadashi Ishida
- Acting Vice-President, Morijiro Shibayama
- Acting Director of Treasury, Peter Wanner
- Acting Director of Public Relations, Dave Magnusson
- Acting Director of Program, Alan Mackenzie
- Acting Director of Records, Mary Christianson

Item 3: The prior OGM minutes from November 2001 were unanimously accepted.

Item 4: Business Report (2001/04/01-2002/03/31)—passed

Item 5: Financial Report (2001/04/01-2002/03/31)—passed

Item 6: Audit Report (2001/04/01-2002/03/31)—passed

Item 7: Business Plan (2002/04/01-2003/03/31)—passed

Item 8: Budget (2002/04/01-2003/03/31)—passed

Item 9: Other important issues

1. Changes to the by-laws required by the SIG Funding, SIG Probation and SIG Rationalization motions accepted by the January EBM were passed.
2. Changes to the by-laws required by the Chapter Dissolution Fund motions (motions 6 & 12) accepted by the June EBM were passed.

The meeting was adjourned at 1:40 p.m.

Submitted by Mary Christianson
Acting Director of Records

JALT Financial Report for the Fiscal Year 2001
Balance Sheet as of March 31, 2002

ASSETS	
CURRENT ASSETS	
Total Cash on Hand & in Bank	29,679,031
Time Deposit	5,000,000
Accounts Receivable (Chapters)	2,982,618
Accounts Receivable (Other)	1,966,711
Prepaid Expenses	157,500
Total Current Assets	39,785,860
FIXED ASSSETS	
Property and Equipment	1,674,558
Accumulated Depreciation	-1,251,938
Net Property and Equipment	422,620
Other Fixed Assets	
Lease Deposit (Central Office)	896,000
Telephone Rights	86,423
Total Other Fixed Assets	982,423
Total Fixed Assets	1,405,043
Total Assets	41,190,903
LIABILITIES AND FUND BALANCE	
CURRENT LIABILITIES	
Accounts Payable (SIG)	346,000
Accounts Payable (Other)	2,187,160
Advance Payments from Customers	15,756,838
Employees' Withholding Tax	59,190
Taxes Payable	324,000
Total Current Liabilities	18,673,188
TOTAL CAPITAL	
Beginning Fund Balance	16,241,167
Period Surplus	6,276,548
Ending Fund Balance	22,517,715
Total Liabilities & Capital	41,190,903

JALT Income Statement for the Period April 1, 2001-March 31, 2002

REVENUES	
Membership Fees	31,359,373
Conference	33,570,748
Advertisement Revenue	7,079,677
Publication Sales & Subscription	1,882,318
Other Revenue	723,108
Total Revenues	74,615,224
EXPENSES	
Grants	7,770,000
Central Office	19,453,811
Administrations	1,620,621
Meetings	2,223,978
Services and Fees	5,795,383
Publications	17,431,644
Conferences	14,043,239
Total Expenses	68,338,676
Net Income	6,276,548

貸借対照表（平成14年3月31日現在）

資産の部	
流動資産	
現金預金	29,679,031
定期預金	5,000,000
未収入金（支部）	2,982,618
未収入金（その他）	1,966,711
前払費用	157,500
流動資産合計	39,785,860
固定資産	
器具備品	1,674,558
減価償却累計額	-1,251,938
器具備品残額	422,620
その他の固定資産	
事務局家賃保証金	896,000
電話債券	86,423
その他固定資産合計	982,423
固定資産合計	1,405,043
資産合計	41,190,903
負債と資本の部	
流動負債	
未払金（分野別研究部会）	346,000
未払金（その他）	2,187,160
前受金	15,756,838
未払い従業員源泉徴収税	59,190
未払い法人税等	324,000
流動負債合計	18,673,188
資本	
元入金	16,241,167
当期利益	6,276,548
資本合計	22,517,715
負債資本合計	41,190,903

損益計算書
（自平成13年4月1日至平成14年3月31日）

収益	
会費	31,359,373
年次大会収入	33,570,748
広告収入	7,079,677
出版収入	1,882,318
その他収入	723,108
収益合計	74,615,224
費用	
支部等経費	7,770,000
事務局経費	19,453,811
管理運営費	1,620,621
会議費	2,223,978
専門的業務用経費	5,795,383
出版経費	17,431,644
年次大会経費	14,043,239
費用合計	68,338,676
当期利益	6,276,548

Independent Auditor's Report

To the Audit Committee of NPO The Japan Association for Language Teaching:

We have examined the balance sheet of NPO The Japan Association for Language Teaching ("JALT") as of March 31, 2002, and the related statement of income and fund balance for the year then ended, all expressed in Japanese yen. Our examination was made in accordance with auditing standards, procedures and practices generally accepted and applied in Japan and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances. In our opinion, the financial statements referred to above present fairly the financial position of JALT as of March 31, 2002, and the results of its operations for the year then ended in conformity with accounting principles and practices generally accepted in Japan applied on a consistent basis.

Submitted by Kimiichiro Kuramochi
Certified Public Accountant

Accepted 2002-2003 Budget Summary

Membership Fees	24,210,000
Sponsor Revenue	6,000,000
Publications Revenue	8,100,000
Conference Revenue	22,788,763
Other Revenue	723,108
TOTAL REVENUES	61,821,871
Chapter and Grants	5,269,500
Meetings expense	1,900,000
National Officers' Budget	1,620,621
Administration JCO/Nat.off.	19,984,000
Services and fees	5,802,000
Publications expenses	13,000,000
Conference expenses	14,245,750
TOTAL EXPENSES	61,821,871
GAIN/LOSS	0

Submitted by Dave Magnusson, FSC Chair

SIG News

edited by coleman south

Learner Development—Our autumn retreat will be held again at Mt. Rokko in Kobe, October 5th and 6th. Following last year's highly successful retreat, we'll be continuing to share and explore ideas for enhancing learner and teacher autonomy. The weekend will be a participant-centred, concrete step towards our *Anthology of Research into Au-*

tonomy, which we plan to publish next year. If you wish to attend, you can opt for:

- Weekend Package (2 nights/5 meals): ¥19,000 (LD members), ¥21,000 (other JALT members), or ¥23,000 (one-day members), or
- Overnight Package (1 night/4 meals): ¥13,000, ¥15,000, ¥17,000, respectively, or
- One Day only (includes lunch): ¥4,000, ¥5,000, ¥6,000, respectively.

Register online by September 15th, <www.miyazaki-mu.ac.jp/~hnicoll/learnerdev/retreat/>, or contact Steve Brown, <brown@Assumption.ac.jp>, for more information.

Other Language Educators (OLE)—We cosponsored *JALTCALL 2002* at Hiroshima Jogakuin University (May 18-19). Iwasaki Katsumi and Yoshida Mitsunobu reported on a Ministry of Culture and Research-funded German Internet project, while Rudolf Reinelt commented on practical application. The latter also presented on the role of technology in other language education in a SIG panel.

OLE has also issued its *Newsletter 23*. It contains the abstracts of OLE-related papers accepted for the 2001 conference proceedings, and makes the long abstracts of the OLE presentations accepted for *JALT 2002* available to interested readers. A *JALT 2002* update is followed by a brief report on an OLE homepage under construction. A discussion paper on foreign language concludes this issue.

Teacher Education—Kathleen Graves will be will be one of the featured speakers at the national JALT conference in Shizuoka this November. She is being jointly sponsored by Thomson Learning, the School for International Training (SIT—in Brattleboro, Vermont, USA.) and the TE SIG. Graves has been a member of the SIT faculty since 1982, and she teaches courses in language teaching methodology, applied linguistics, and curriculum design. She has authored and coauthored numerous textbooks, as well as two books on language curriculum and course design. One of her books, *Designing Language Courses: A Guide for Teachers*, is part of the popular Teacher Source Series published by Heinle & Heinle, a division of Thomson Learning. A former chair of the TESOL Publications Committee, she consults internationally on language curriculum design and teacher education.

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edited by coleman south

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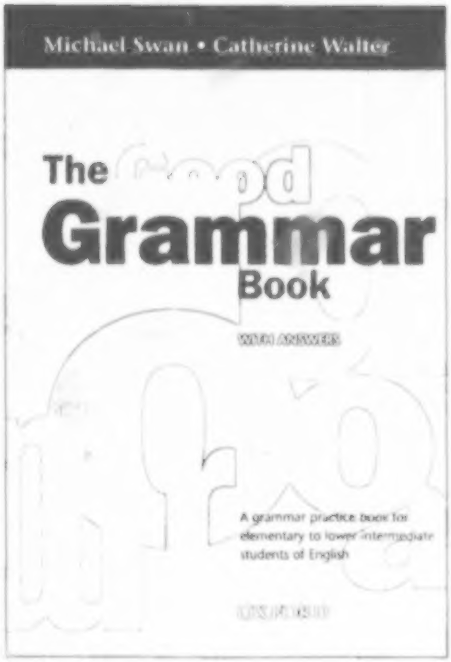
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Chapter Reports

edited by richard blight

Fukui: March—*Vygotski Inspired Practical Pedagogical Strategies* by Tim Murphey. Murphey outlined Vygotski's theory and described how the *zone of proximal development* can be used as a way of extending language by using what learners already know to enable them to reach their potential. The zone of proximal adjustment refers to a helper's ability to adjust to the learner. This theory can also be used to enhance group dynamics. Murphey demonstrated a number of interesting and practical techniques based on the theory. A mutual focus has to exist between people, and he described how tools, such as a ball, could be used to assist in this process. Members of the audience were taught the basics of juggling to demonstrate the point. *Scaffolding* is a way of breaking things into small parts to enable easier language acquisition. Another technique described was *shadowing*, where listeners engage in active listening by repeating the words of a speaker in short clauses. Shadowing could be used as a way of interrupting and getting others to repeat or slow down. Another practical technique is for learners to summarise another speaker and then ask questions based on the summary. Summarising is an effective way to check on learning. *Near peer modelling* is a technique where those of the same sex, similar age, or interests can learn from each other. Murphey described the benefits of students keeping *action logs*. Extensive reading at the correct level generally yielded good results. He also described how students made videos, transcribed them, and compared them with a partner. Transcriptions were corrected in differently coloured ink. Students made videos at the beginning and the end of term. The students made introductions, or outlined an ideal mate. *Mistake stories* are often effective, especially when the teacher tells a story about a mistake that he or she has made.

Reported by Neil Griffiths

Gunma: June—Workshop by Takahashi Kumiko and Imori Kazue. Finding appropriate and reasonably priced books for reading programs can be a real challenge. Students do not always receive enough reading practice in their main texts and need additional books for language exposure and extensive reading practice. Takahashi and Imori are directors of an educational consulting company and also educational advisors for a large publishing house of children's reading material. The reading materials are primarily marketed for American school children, and consequently teach more than language skills. They also focus on social development (sharing, confidence, helping others), the environment and nature, math skills, history, and geographic knowledge.

The presenters shared many types of books and reading techniques. Most of the books had engaging artwork, interesting storylines, and enough repetition so that even very early beginners could easily get used to the story and say it along with the teacher. The presenters emphasized the importance of guiding students through three basic steps: 1) feeling the pleasure of being read to, 2) feeling the pleasure of reading to others, and 3) feeling the pleasure of reading by themselves. In class, teachers can start by reading books to their students often and encouraging participation through repetition, saying along, or predicting. Next, teachers can have their students read their books to family members. As having enough books for each student is often a problem, the presenters recommended using fold-it type books that can be easily photocopied.

Reported by Renee Sawazaki

Kitakyushu: June—*Panel Discussion: Homework II* with Michael Vrbanac, Judith Johnson, Chris Carmen, and Margaret Orleans. May's panel discussion focused upon why and how homework is assigned. This month's second round was about what makes good homework exercises. Four panelists shared ideas about what works for them. Vrbanac started with an explanation of the extensive homework exercises that are an integral part of the elementary school EFL program he teaches. Listening and repeating exercises on CD, reinforced with picture cards, are done at home and checked in class. The rationale is that native language is acquired through listening—and in Japan there is not enough English outside of the classroom to listen to. Johnson teaches English to engineering students. She goes with them to the library and helps them select books appropriate to their level. The reading of novels (rather than short stories) is encouraged for a deeper engagement with the material. Book reports, either written or oral, get extra credit. She also uses Malcolm Swanson's *English Communication* forms as kind of a written conversation between teacher and student.

Carman considers homework in practical terms of class size and atmosphere, assigning listening/

cloze exercises, vocabulary, and writing exercises. Students also comment on each other's writing. Homework is not actually graded, as it is supplementary, and it is problematic to base lessons upon completed homework. It may be corrected, however, upon request. Orleans often assigns group projects, to be presented to the rest of the class and graded. The awareness that what is not completed in class must be done for homework, with the accompanying logistical problems of meeting together to do it—certainly spurs the students to remain on task in the classroom! Another of her methods of encouragement is a policy to never give out a paper that is blank on the back. Always put on something extra, such as a game or a quiz—and the students always seem to do it. Audience participation was encouraged throughout the panel presentations, including questioning the pedagogical justification or feasibility, suggesting alternative methodologies with similar aims, and other feedback. Everyone got some ideas from the discussion to take home.

Reported by Dave Pite

Kyoto: **April**—***Testing for Reliability: Test Item Analysis on a TOEIC Listening Test*** by Paul Hackshaw. The speaker discussed the significance of TOEIC in Japan, where 700,000 people took the test in 2001. TOEIC is an English proficiency test which focuses on language used in business, commerce, and industry. About 60% of Japanese companies use TOEIC when making decisions on hiring, pay rises, promotions, and overseas placements. However, a lot of the items in the test are culture-biased. Because of this, Hackshaw asked Japanese college students if they thought the TOIEC questions were fair. He illustrated the many varieties of English included in TOEIC multiple choice test items. In many cases, more than one answer would be acceptable to speakers of different varieties of English. In other items, the use of American vocabulary to describe a photo could be seen as unfair to speakers of non-American varieties of English who might understand what they hear but not know the American word(s). The audience agreed that many of the photos themselves were ambiguous and culturally biased.

Hackshaw's research investigated four questions about the TOEIC listening test: 1) What kinds of questions cause students the most difficulty? 2) How do items on the test distinguish between the different proficiency levels of the students? 3) How can the test administrator be confident that the items on the test are fair to students? 4) What statistical procedures can be used to measure test reliability? He analysed the scores of 54 students on a 20-item TOEIC listening test and found that the poorer students did better than the good students on some items. To find out why students chose each answer, he asked them to give a brief written explanation for each item. The speaker subsequently used various methods to analyse the results, including split-half reliability using Cronbach Alpha software. The reliability of the test was found to be only 60%.

Hackshaw also discussed the pros and cons of using Classical Theory and Item Response Theory (IRT) for this research project. The main drawback to using IRT is that 100-150 testees are needed to get reliable results. The sample in his study was consequently too small. The weakness of Classical Theory is that data from one population sample may not be valid when tested on another population. However, the study did show that there were a number of unreliable and unfair items used in the test, and so serves as a warning that people using TOEIC as a measure of proficiency should not have "blind faith" in the reliability of the test items.

Reported by Amanda Gillis-Furutaka

Chapter Meetings

edited by tom merner

Chiba—***The Struggle of Bilingual Families for Choice of Language and Identity*** by Tomoko Ascough. This study aims at investigating 1) what language environment bilingual families have, and 2) what factors influence their language environment decisions. The study employs qualitative inquiry to obtain a holistic view of bilingual families' language policy. Five bilingual families with Japanese mothers and English-speaking fathers participated in the study. Three-year observations of the families, life history interviews of the parents, and reflexive journals were employed to triangulate the data collection method. *Sunday September 29, 14:00-16:00; Chiba Community Center.*

Fukuoka—***Study Skills Strategies for First Year College*** by Tim Allan, Kwassui Women's College. A double difficulty for young college students can be learning how to deal with general academic requirements, while simultaneously learning how to meet specific classroom behavioral and cultural expectations of foreign teachers. In this demonstration, we will outline a Study Skills course curriculum based on common needs, regardless of student backgrounds. *Saturday September 21, 19:00-21:00; Aso Foreign Language and Travel College, Building 5 (10 minutes from Hakata Station; map on website); one-day members 1000 yen.*

Gunma—***Teaching College English Through TV Commercials*** by Fujita Tomoko and Karen McGee.

The presenters will demonstrate methods used in a college-level English course for art majors, in which students analyze TV commercials in English and, as a final project, create their own commercial. Participants will engage in various task-based activities and view several original student-created commercials from the presenters' classes. In addition, suggestions for methods of creating TV commercials will be explained. *Sunday September 22, 14:00-16:30; Maebashi Institute of Technology (Maebashi Koka Daigaku); one-day members 1000 yen, students 200 yen, newcomers free.*

Hiroshima—***Covenant Players: Drama Workshop*** by Kurt and Cathy Purucker. Covenant Players is a professional theater company, specializing in communications, which fields touring troupes throughout the world. In this three-hour drama workshop, we'll learn some useful tips for teaching our students how to communicate effectively in English not only with words, but also with body language and gestures. As teachers, having the knowledge of drama will enhance our own ability to teach students. *Saturday September 28, 14:00-17:00; Hiroshima City Plaza, Seminar Room C (6-36 Fukuromachi Nakaku Hiroshima; 2-minute walk from Crystal Plaza towards Hondori); one-day members 500 yen.*

Hokkaido—***Don't Miss Marc Helgesen***, sponsored by Pearson Education Japan. In this activity-based workshop, Marc Helgesen will explore ways to help learners develop their inner voice and use it as a tool to expand their English. He will look at sensory modalities (visual, auditory, and kinesthetic) as a way of increasing awareness. Participants will have a great opportunity to experience techniques for language planning including mental rehearsal, guided visualization, and mind mapping. These are all ways to encourage learner focus, fluency, and confidence. *Sunday September 29, 13:30-16:30 (doors open 13:00); Hokkaido International School; one-day members 1000 yen.*

Ibaraki—1) ***Grammar and Reading: Base for Improving Overall English Abilities*** by Nakano Takeshige, 2) ***Using Sign Language in the Language Teaching Classroom*** by Miyao Mariko, Cecilia Ikeguchi, and Martin Pauly. Sunday September 15, 13:30-17:00; Tsuchiura Ulara Building: Kennan Shougai-Gakushuu Center (across from Tsuchiura Station); one-day members 500 yen.

Iwate—***On The Go: Addressing Relevance and Motivation*** by Jonah Glick, Pearson Education-Longman ELT. Motivation is crucial for successful learning. What techniques should we employ to encourage motivation and maximize learning? Two ways are: to ensure learners talk about what interests them, and to teach language for specific, real-world functions. Bringing high-interest, real-world content into the classroom, presented at a level learners can cope with, and woven into the lesson through clear, achievable, focused, task-based activities, can enhance both learning and involvement. *Sunday September 29, 10:30-12:30; Iwate International Plaza, Morioka.*

Kanazawa—Oliver Bayley, Oxford University Press. See <www.nsknet.or.jp/~peterr-s/index.html> for presentation details plus Oxford University Press ELT Materials Display. *Sunday September 29, 14:00-16:00; Shakai Kyoiku Center (3-2-15 Honda-machi, Kanazawa); free for all.*

Kitakyushu—***Shuffling Strategies*** by Joy Jarman-Walsh. Unsuccessful communication classes can often be blamed on two obvious problems; students do not talk with each other in English or cooperate in doing a task. In this presentation, I will explain how I observed the students, designated them by behavior types, created new groups based on an idea of a "balanced" group, and observed them again to see if the groups they had improved. *Saturday September 14, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members 1000 yen.*

Kobe—1) ***EFL Writing Instruction,*** 2) ***Psychology of Difficult Students*** by Curtis Kelly, Heian Jogakuin. The first presentation, based upon two articles that have shaped EFL writing instruction, will deal with how written English and Japanese are organized differently and so how, with knowledge of this, we can better teach writing in class. The second presentation offers theories on motivation, moral development and learning as they relate to "difficult students." *Sunday September 29, 13:30-16:30; Kobe YMCA (between JR Sannomiya and JR Shin-Kobe); one-day members 500 yen.*

Matsuyama—***Establishing and Managing a Language School and Facilitating Vocabulary Learning*** by Tamai Satomi, Amic English Center. In the first presentation, Tomai will talk about the type of environment and conditions needed to succeed in establishing and managing a language school. In the second presentation, possible approaches to vocabulary learning will be discussed, such as how to know learners' vocabulary size, the vocabulary that learners need to know, and the methods by which vocabulary is learned. *Sunday September 15, 14:15-16:20; Shinonome High School Kinenkan 4F; one-day members 1000 yen.*

Miyazaki—***MiyaJALT BBQ Beach Party***. A beach BBQ with "enlightenment." The MiyaJALT Executive Board will be there to informally discuss the recent developments of JALT, the proposed restructuring plan, and the future plans of the chapter. Please bring barbecue fare to share and whatever equipment and utensils you require. *Sunday September 8 (September 15 if it rains), BBQ will begin at 16:30; Aoshima (in front of the Palm Beach Hotel at the semi-covered area).*

chapter meetings

Nagoya—***Re-igniting the Motivational Fire: Tapping Hidden Potential via the Enhancement of Value Perception in ELT*** by Paul Doyon. Ways that students form self-defeating beliefs will be discussed, along with ways to enhance the perceived value in a course or activity. We will consider what is needed in order to re-ignite the motivational fire and shift student beliefs and perceptions. Anecdotes will be framed using the Kolb/ Lewinian Experiential Learning Cycle, thus providing teachers with a means to investigate their own classrooms. *Sunday September 22, 13:30-16:30; Nagoya International Center, 3F; one-day members 1000 yen.*

Niigata—***Starting the New Term Off Right*** by Angela Ota. Ota will share her ideas on starting the new term out right by creating class atmosphere, keeping track of student marks, getting acquainted, and getting the students started with useful English. These ideas are especially useful for large classes, but there should be something for everyone teaching young adult to adult learners. *Sunday September 8, 13:00-14:30; Niigata International Friendship Center; one-day members 1000 yen.*

Omiya—***Fluency vs. Accuracy; AKA Habbick on Havoc*** by Robert Habbick, Oxford University Press. Having a good range of techniques for getting students to speak out in class is essential for the successful development of both fluency and accuracy. Giving students the right things to talk about is also important. This workshop will address the issue of fluency vs. accuracy and will offer practical techniques and general activities for adult and young adult students that can be put to immediate use in the classroom. *Sunday September 29, 14:00-17:00; Omiya JACK, 6F (near Omiya Station) Conference Room #2; one-day members 500 yen.*

Shinshu—***English for Children*** by Alison Taylor, Longman (Pearson). Contact Shinshu for details. *Sunday September 1, 14:00-16:45; Shimosuwa-machi Library; free for all.*

Tokyo—***PopStars and Star Taxi*** by Drama Works. The DramaWorks team, authors of textbooks *Star Taxi* and *PopStars*, will do a presentation using a new method for teaching EFL using drama techniques. Both are stories told in 20 scenes of dialogue. They are easy and fun to use, and do not require any drama experience, props, or acting ability. They are complete courses, and include warm-ups, language activities, and teacher's notes. They may also be used as supplements. This will be a workshop-style, participator presentation. *Saturday September 28, 14:00-16:00; Sophia University, Kioi Building, Room B112 (for a map, go to the JALT website to link to the JALT Tokyo Chapter site); one-day members 1000 yen.*

West Tokyo—***Making Your Lessons More Communicative*** by Hywel Evans, London University. This presentation will be in workshop format with demonstrations to make it clear why the communicative approach is most effective. Those interested in English teaching at the secondary and tertiary levels are warmly welcome. *Saturday September 28, 13:30 to 16:00; Tachikawa Citizen Hall; one-day members 1000 yen.*

Yamagata—***New Zealand in Terms of History, Culture, Education, Language, etc.*** by Louise Bernett. The presenter will give a presentation on the above-mentioned topic in terms of English as a means of global communication. *Sunday September 1, 13:30-15:30; Yamagata Kajo Kominkan (t: 0236-43-2687); one-day members 800 yen.*

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Yamagata—Sugawara Fumio; t/f: 0238-85-2468

Yamaguchi—Shima Yukiko; t: 0836-88-5421; <yuki@ed.yama.sut.ac.jp>

Yokohama—Ron Thornton; t/f: 0467-31-2797; <thornton@fin.ne.jp>; website <www.geocities.com/jaltyokohama/index.html>

Conference Calendar

edited by linh t. pallos

New listings are welcome. Please submit information to Linh Pallos by the 15th of the month at <tlt_cc@jalt.org>, at least three months ahead (four months for overseas conferences). Thus September 15th is the deadline for a December conference in Japan or a January conference overseas, especially for a conference early in the month.

Upcoming Conferences

November 9, 2002—***TESOL Symposium: Teaching English to Younger Learners***, at Southwestern College San Diego California, USA, in collaboration with ESOL professionals in Mexico. Developed to reflect ESL and EFL perspectives, the symposium features three renowned keynote speakers from Mexico and the United States: Mary Lou McCloskey, Myriam Monterrubio, and Catherine Snow. The speakers will share insights from their work and research on teaching English to younger learners to help participants learn more about this very important issue in the ESOL profession. Contact the TESOL Education Programs department at <edprograms@tesol.org>.

November 12-14, 2002—***International Online Conference on Teaching Online in Higher Education—Expanding the Frontiers***, sponsored by Indiana University-Purdue University Fort Wayne. Related to teaching and learning online issues. For more information see the TOHE preconference website at <ipfw.edu/as/2002tohe/cfp.htm>.

November 22-24, 2002—***28th Annual International Conference on Language Teaching and Learning and Educational Materials Expo: Waves of the Future***, at Granship, Shizuoka, Shizuoka Prefecture, Japan. The theme of this year's conference is exploring trends in language teaching that will have ramifications far into the

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- *E* ***Evaluate Progress***

Neil J. Anderson is a teacher educator in the MA TESOL program at Brigham Young University. His research interests include second language reading, teaching and learning styles, language learning strategies and language evaluation and testing. In 2001-2002, he served as President of TESOL International.

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December 12-15, 2002—*24th Annual Language Testing Research Colloquium (LTRC 2002): Language Assessment in Global Contexts*, at the Hong Kong Polytechnic University, Hong Kong SAR. For more details: <engl.polyu.edu.hk/ACLAR/ltrc.htm>.

Calls for Papers/Posters (in order of deadlines)

September 2, 2002 (for October 4-5, 2002)—***4th Regional IATEFL-Ukraine Conference: Quality Learning and Quality Teaching***, in Donetsk, Ukraine. The South-Eastern Ukraine IATEFL, together with the British Council, invite you to sustain and extend professional development, support ELT professionals, and highlight common interests. For more information, please contact Igor Gizhko; Coordinator, IATEFL South-Eastern Ukraine; <Igor_Gizhko@ukr.net>.

September 30, 2002 (for April 22-26, 2003)—***The 37th International Annual IATEFL Conference and Exhibition***, in Brighton, UK. Details about scholarships for attending the conference are available from the IATEFL Head Office. The scholarship application deadline is in October 2002. For details contact IATEFL, 3 Kingsdown Chambers, Whitstable, Kent CT, 2FL, UK; t: +44-0-1227-276528; f: +44-0-1227-274415; email: <generalenquiries@iatefl.org>.

October 31, 2002 (for April 4-6, 2003)—***TESOL-Spain's 26th Annual National Seminar—Working Together: Building a Network for Teacher Development***, at the Universidad Politécnica de Valencia, Valencia, Spain. Proposals are accepted on any aspect of language learning theory or practice, in virtually any format from talk to self-made product presentation. See the website at <tesol-spain.org> for details or contact Carmen Pinilla Padilla; Universidad Politécnica de Valencia, E.T.S.I. Agrónomos (Idiomas), Camino de Vera s/n, 46022 Valencia, Spain; <mapipa@idm.upv.es>.

November 8, 2002 (for June 6-7, 2003)—***Third International Information Technology & Multimedia in English Language Teaching Conference: Computer-Enhanced Language Learning***, hosted by the English Language Centre of The Hong Kong Polytechnic University, Hong Kong, China. Proposals for papers, workshops, and promotional sessions are sought, particularly those dealing with changes in the way educators and learners may need to perceive the processes of learning and teaching in relation to wider technological developments which impact on the learning environment. More specific sub-themes and further information is available on the conference website at <elc.polyu.edu.hk/conference/>. Direct contact via: The Organising Committee of ITMELT 2003, c/o Bruce Morrison; English Language Centre, The Hong Kong Polytechnic University, Hung Hom, Kowloon, Hong Kong; f: 852-2766-7576; <itmelt2003@elc.polyu.edu.hk>.

Reminders—Upcoming Conferences

September 13-15, 2002—***IATEFL Special Interest Groups Symposium: Special Interests—Common Interests***, at Sabanci University, Istanbul, Turkey. The three-day symposium will consist of paper presentations, workshops, and roundtable discussions presented by each of fourteen SIGs, plus seven plenaries, in each of which the speaker will discuss issues common to two Special Interest Groups. Go to <sabanciuniv.edu/iateflsig> or <iateflsig@sabanciuniv.edu>.

September 28-29, 2002—***Peace as a Global Language***, a joint JALT SIG Conference cosponsored by GALE, GILE, and PALE, along with Women Educators and Language Learners (WELL), Japan Environmental Exchange (JEE), and JAPANetwork (an AIDS information NGO). It will be held at Daito Bunka Kaikan, Daito Bunka University, Nerima-ku, Tokyo. Conference themes include teaching about human rights, conflict resolution, gender issues, environmental issues, and peace. Language teachers, other educators, activists, observers, and students welcome. For information please contact the coordinators of GALE, GILE, PALE, or the Peace as a Global Language Conference Committee, c/o J. Nakagawa; 2-285 Isohara, Isohara-cho, Kita-Ibaraki-shi, Ibaraki-ken, Japan 319-1541; t: 0293-43-1755; <jane@ulis.ac.jp> or <janenakagawa@yahoo.com>.

October 5-6, 2002—***10th KOTESOL International Conference—Crossroads: Generational Change in ELT in Asia***, at Sookmyung Women's University, Seoul, Korea. In the last ten years there has been an explosion in research, especially classroom-based research, which has led to new theories, which have in turn led to new practices. This change has happened all over the world, but especially in Asia. Response, naturally, has been varied. Korea TESOL invites teachers and researchers to address these questions through presentations, roundtable discussions, and informal get-togethers: How has recent research in English language teaching affected practices in the classroom? Which theories and practices can help language learners get the most from their language learning experience? Is it time for a radical rethinking of how we approach teaching and learning in the classroom? Plenary and featured speakers will also their insights on the same, among them Martin Bygate (University of Leeds, UK), Andy Curtis (School for International Training, USA), Pauline Rea-Dickins (University of Bristol, UK), and Gwyneth Fox (Cobuild project, University of Birmingham). See the conference website at <kotesol.org/conference/2002> for details, or email Craig Bartlett at <KOTESOL2002@yahoo.com>.

October 11-12, 2002—***The Third Symposium on Second Language Writing—Constructing Knowledge: Approaches to Inquiry in Second Language Writing***, at Purdue University, West Lafayette, Indiana, USA. This year's Symposium will concentrate on exploring various ways in which knowledge is constructed, transformed, disseminated, and negotiated in the field of second language writing. Sixteen plenary speakers, including Dwight Atkinson, Christine Pearson Casanave, John Flowerdew, Miyuki Sasaki, Xiaoming Li, Paul Kei Matsuda, and Tony Silva, will also address these themes. In conjunction with this symposium, the Indiana Center for Intercultural Communication will sponsor a Contrastive Rhetoric Roundtable on October 13, 2002 (free with Symposium registration). Preregistration deadline is October 1, 2002, and participants are limited to about 150 persons. For more information, visit <cdweb.cc.purdue.edu/~silvat/symposium/2002/>, or email Tony Silva at <tony@purdue.edu>.

October 26, 2002—***Kyoto JALT Annual Conference: Using Information Technology (IT) to Improve Language Teaching***, at Doshisha University (Kyotanabe campus), Kyoto, Japan. See the website at <ilc2.doshisha.ac.jp/users/kkitao/organi/kyoto/Conference/> or contact Paul Hackshaw; Faculty of Engineering and Design, Kyoto Institute of Technology, Hashigami-cho, Matsugasaki, Sakyo-ku, Kyoto-shi, Japan 606-8585; t/f: 075-724-7291; <hackshaw@hiei.kit.ac.jp>.

October 29-31, 2002—***The 50th TEFLIN International Conference—Asian Odyssey: Explorations in TEFL***, at Majapahit Mandarin Oriental Hotel, hosted by Widya Mandala Surabaya Catholic University. Language teaching experts, linguists, literature experts, and language teachers are invited to join. For further information contact the Committee, c/o English Department, Faculty of Teacher Training & Education, Widya Mandala Surabaya Catholic University, Jl. Kalijudan 37 Surabaya, Indonesia 60114, t: 62-031-389-1265 or 389-3933; f: 62-031-389-1267; <TEFLIN2002@mail.wima.ac.id> or <TEFLIN2002@yahoo.com>; website: <wima.ac.id>.

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Job Information Center

edited by paul daniels

To list a position in The Language Teacher, please email <tlt_jic@jalt.org> or fax (0463-59-5365) Paul Daniels, Job Information Center. Email is preferred. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary. If you want to receive the most recent JIC listings via email, please send a blank message to <jobs@jalt.org>.

Kanagawa-ken—The Foreign Language Center at Tokai University Shonan Campus is seeking four full-time non-tenured English instructors to begin teaching April 2003. **Position**: Two-year contract, renewable up to six years. **Duties**: Teach eight 90-minute lessons per week, four days a week, which include required English speaking, writing, and elective courses; attend monthly teachers' meeting; work on committees and special events. **Salary & Benefits**: Salary (including bonuses) dependent on applicant's qualifications and past experience; ¥15,000 per month housing allowance; ¥330,000 annual research money; transportation allowance. **Requirements**: BA and MA in TEFL, TESL, Linguistics, or related area; native English proficiency; at least three years teaching experience at the college/university level; previous publications in TEFL, TESL, Linguistics, or a related field; Japanese ability preferred but not required. Will sponsor/renew applicant's visa status. **Application Materials**: CV/resume, diploma(s), letter of introduction, all publications, photo, teaching certification(s), transcripts, two letters of recommendation, photocopies of current visa and certificate of eligibility. All application material must be sent by post. **Deadline**: September 30, 2002. **Contact**: Professor Yuko Iwata, Group 1 Chairperson, 1117 Kitakaname, Hiratsuka-shi, Kanagawa-ken, Japan 259-1292; t: 0463-58-1211 ext. 4523; f: 0463-59-5365; website: <www.u-tokai.ac.jp>.

Kyoto-fu—Kyoto Institute of Technology, a national university, seeks a full-time teacher of English at the associate professor or lecturer level beginning April 1, 2003 in the Department of Mechanical and System Engineering, Faculty of Engineering and Design. **Position**: Associate Professor or Lecturer in applied linguistics, Department of Mechanical and System Engineering. **Qualifications**: PhD or equivalent research; a candidate with the prospect of receiving such a degree will also be considered; experience in English teaching at the university level; publications in a field of research related to applied linguistics, linguistics, English language studies, English language teaching, or Anglo-American literature; a native speaker of English or a Japanese with native or near-native English language ability; sufficient ability in speaking and reading Japanese to carry out all job-related duties inside and outside the classroom; approximately 30-50 years of age; enthusiasm for teaching and research; preferably a candidate qualified for graduate school work with interest in scientific/engineering English; residing in Japan after November 1, 2002. **Duties**: Teaching classes of English communication, English acquisition, comprehensive English, etc. to students in various departments, including evening course classes; additional duties typical of an associate professor or lecturer of a national university. **Salary & Benefits**: Commensurate with experience, age, etc., according to Japanese national university standards. If the selected candidate is not a Japanese national, the term of employment is three years, with extensions possible given mutual consent (extension is not guaranteed). Since Kyoto Institute of Technology is a national university, the selected candidate shall be employed as a national public official. Therefore, the selected candidate shall be bound by the same national public service regulations as are applied to the Japanese educational service personnel. Candidates may be asked to come to this university at their own expense for an interview. **Application Materials**: Curriculum vitae; list of publications (grouped into (a) books, (b) academic papers, (c) other—with a brief explanation of each); three reprints (or copies) each of representative publications (for a maximum of five publications); a short essay in English of about 1,000 words on your professional research background and your future plan of teaching and research; names and addresses of two persons whom we could contact for letters of recommendation. Additional materials might be requested during the process of selection. The selected candidate will be asked to provide documentary proof of qualifications and all items on the curriculum vitae regarding past education and employment. **Deadline**: Application materials should arrive by registered mail not later than October 31, 2002. **Contact**: Akira Sone, Chair, Department of Mechanical and System Engineering Kyoto Institute of Technology, Matsugasaki, Sakyo, Kyoto, Japan 606-8585; t: 81-(0)75-724-7356; <sone@ipc.kit.ac.jp>. **Other**: Please send all application documents to Prof. Akira Sone labeled in red "Application for the English teaching position, Mechanical and System Engineering."

Nagano-ken—Nagano Prefecture (two-year) College is seeking to employ a foreign native speaker of English starting April 1, 2003. **Position**: Associate professor (*jokyoju*) or assistant professor (*sennin koshi*) of English as a Foreign Language. The contract is three years renewable. **Qualifications**: Native speaker of English, Japanese language proficiency, career-minded, and Master's degree or equivalent in any of the above-mentioned or related fields. The successful applicant should live in Nagano city or in the suburbs of Nagano city. No age limits are specified. **Duties**: Teach five or six classes a week in English communication, English writing, listening comprehension, cross-cultural and comparative culture studies. The successful applicant will have the same rights and duties as Japanese staff and will be required to participate in faculty meetings and committees. **Salary & Benefits**: Working conditions, such as status, salary, allowance, and mutual benefits (*kyosai*), basically follow the rules of the regular Japanese faculty members. **Application Materials**: Curriculum vitae, list of publications with attached abstracts of approximately 100 words in English or 200 words in Japanese, off-prints or copies of main publications and articles, summary of research activities and future expectations, and a summary of the applicant's future educational activities. Summaries should not be more than 2,000 Japanese words or two A4 pages, double-spaced, typescript in English. You may also attach materials showing accomplishments in the field of English language education such as academic activities, societies, and/or institutions. One letter of recommendation and the names and addresses of two references is also required. Please send all documents in Japanese, if possible, and mail to: Hiroyuki Kamijo, President of Nagano Prefecture College, 49-7, Miwa 8-chome, Nagano-shi, Nagano 380-8525, Japan. Send all documents to this address by registered mail with "Application for the position of foreign English teacher" in red ink on the envelope. An interview will be given, if necessary, after the document screening. All application and screening expenses are paid by the applicant. **Deadline**: Application must be posted by October 31, 2002. **Contact**: Yoshio Takanashi, Nagano Prefecture College; t: 026-234-1221; f: 235-0026.

Niigata-ken—Keiwa College, a four-year coeducational liberal arts college with departments in English and International Cultural Studies, is seeking a full-time visiting instructor beginning April 2003. The one-year contract is renewable up to three years. A two-year commitment is preferred. **Qualifications**: MA TESL or related field, or Certificate in TESL/ESL. Teaching experience in intensive programs or at high school/college level a plus. This is an ideal position for those relatively new to the field and eager to expand their teaching experiences. **Duties**: Teach university-level

English language classes in a skills-based coordinated curriculum; up to 20 teaching hours per week, seven months a year; participation in teacher meetings; involvement in course design and curriculum development. **Salary & Benefits**: Starting at ¥270,000 per month, twelve months a year; subsidized furnished apartment near campus, shared office space with Internet access; health insurance. Transportation and shipping expenses to Niigata will be provided. Additional part-time work is available as evening classes at the college, etc. **Application Materials**: Cover letter, resume highlighting teaching experience, copy of degree/diploma, three letters of reference. No email applications, please. **Contact**: Joy Williams, Coordinator, English Language Program, Keiwa College, 1270 Tomizuka, Shibata City, Niigata, Japan 957-8585. **Deadline**: November 15, 2002.

Tokyo-to—The English Department at Aoyama Gakuin University is seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications**: Resident of Japan with an MA in TEFL/TESOL, English literature, applied linguistics, or communications; three years university teaching experience or one year university English teaching experience with a PhD; teaching small group discussion, journal writing, and book reports; collaboration with others in curriculum revision project; publications; experience with presentations; familiarity with email. **Salary & Benefits**: Comparable to other universities in the Tokyo area. **Application Materials**: Apply in writing, with a self-addressed envelope, for an application form and information about the program. **Deadline**: Ongoing. **Contact**: PART-TIMERS, English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo, Japan 150-8366.

Tokyo-to—The Faculty of Law of Aoyama Gakuin University is seeking a full-time, tenured teacher of English at the lecturer, associate professor, or professor level to assume duties on April 1, 2003. The successful applicant will also have a seminar class. **Qualifications**: Specialty in TEFL/TESOL/TESL/ELT, applied linguistics, linguistics, or communication; doctoral degree or all doctoral course work finished as of April 1, 2003; sufficient ability in Japanese and English to carry out all job-related duties inside and outside the classroom; no nationality requirement; acceptance of Aoyama Gakuin University's educational policy. **Application Materials**: Either Japanese or English: CV with photo; a copy of the diploma for the highest degree received or a letter of certification from the institution; list of publications and presentations and copies of three representative publications (photocopies acceptable); a sample syllabus for an English class; letter(s) of recommendation. Applicants will be notified of the general screening schedule. **Salary & Benefits**: Salary and other working conditions are determined by Aoyama Gakuin rules and regulations. **Contact**: Itsuo Nakamichi, c/o Academic Affairs Office, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366, Japan; f: 03-3409-4575. **Deadline**: All materials must arrive no later than September 20, 2002, addressed to Toshihiko Yamazaki, Dean, Faculty of Law, at the above address by registered mail with "English Position" written in red on the front of the envelope. **Additional Information**: All materials will be reviewed in strict confidence and returned to applicants after the completion of the screening process. For information about the Faculty of Law, see our Japanese homepage at <www.als.aoyama.ac.jp>.

Tokyo-to—The School of Business Administration at Aoyama Gakuin University is seeking a full-time tenured teacher of English at the lecturer (*sennin-koshi*) or associate professor (*jo-kyoju*) level to assume duties on April 1, 2003. **Qualifications**: Acceptance of Aoyama Gakuin University's educational policy; doctoral degree or all doctoral course work finished as of April 1, 2003; strong background in ESL/EFL/applied linguistics/English education/literature/cultural or regional studies; sufficient ability in English to carry out all classroom activities; sufficient ability in Japanese to carry out all job-related duties; a deep understanding of Christianity; three or more years of teaching experience at the university level. No specific age, gender, or nationality requirements. **Duties**: Teach English as a foreign language at Aoyama and Sagamihara campuses, as well as in the evening college division (Aoyama campus); serve on various administrative committees; conduct research in an academic field; various extra-curricular activities. **Salary & Benefits**: Salary and benefits are according to Aoyama Gakuin University regulations, and depend on qualifications, age, and years of teaching experience (mandatory retirement at 68.) **Application Materials**: One copy of either an English curriculum vitae or a standard Japanese *rirekisho* sold in stationary stores in Japan. Attach a photo taken within the last three months; a letter of recommendation in a sealed envelope; copies of all diplomas of higher degrees received; official transcripts for all scholastic records (BA and higher); list of all publications and academic presentations with copies of three representative publications and their abstracts of less than 200 words; a sample syllabus for an oral English, reading, or writing class you have taught, or would like to teach. **Application Procedure**: All application materials must be mailed together in one mailing (by registered mail). Please write "English Position" in red on the front of the envelope, and address it to: Dean Shin Hasegawa, School of Business Administration, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo, Japan 150-8366. Any inquiries about the position or application procedure should be addressed to: English Position Opening, c/o School of Business Administration, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo, Japan 150-8366; f: 03-3409-4575 (Academic Affairs Office). Inquiries by telephone or email are not acceptable. **Deadline**: All materials from applicants must be received by September 20, 2002. The selection committee will read materials and a list of candidates to be invited for an interview will be drawn up. Interviews will be both written and oral, in both English and Japanese. Final candidates will be notified directly around October 1 of the interviews to be held in mid-October. Notification of acceptance will be made around mid-December. **Additional Information**: More detailed information about the School of Business Administration at Aoyama Gakuin University can be found at their homepage (in Japanese only): <www.agub.aoyama.ac.jp/>. All documents sent to the selection committee will be held in strict confidence and will not be returned.

Tokyo-to—Meiji University invites applications for one full-time tenured position in the department of British and American Literature, faculty of Letters, at the lecturer or associate professor level. **Position**: Lecturer or associate professor. **Duties**: Teach 6-7 classes (*koma*) a week including English, Seminar in British literature, Intercultural communication, and BA Dissertation supervision at the undergraduate level, and Seminar in British literature at the postgraduate level. **Qualifications and Requirements**: Applicants should have completed or be about to complete a doctorate (PhD) or equivalent in a relevant field of British literature or English language teaching (applied linguistics), have a strong record of experience and research in the relevant field, and be qualified to teach the above-mentioned courses, be no older than 40 as of April 1, 2003. The following additional requirements would be an advantage: native speaker of English (no nationality to be specified), sufficient proficiency in Japanese to carry out administrative duties and social interaction, able to teach both speaking and writing in English, experience in teaching at university level in Japan, possess a degree from an English-speaking country. **Deadline**: September 29, 2002. **Starting date**: April 1, 2003. **Application Materials**: A resume that specifies the teaching experience, a list of publications, and abstracts of main publications (up to three items, maximum of two A4 pages per abstract). All documents can be either in Japanese or English and on A4 paper. Please do not send publication and thesis originals or photocopies at this stage of screening. Applicants might be asked to submit publication originals or photocopies later for the screening process. Successful applicants will be invited for interviews. We regret that all transport expenses involving the interview will be at the applicant's cost. No material will be returned except for original publications. **Contact**: All the materials should be sent to: Faculty of Letters Office, Meiji University, 1-1 Kanda-Surugadai, Chiyoda-ku, Tokyo, Japan 101-8301. N.B. "Application for the Post in British and American Literature" should be written in red on the envelope. All enquiries should be made to Prof. Tateno at t: 03-3296-2246 or Assoc. Prof. Noda at <noda@kisc.meiji.ac.jp>.

Tokyo-to—Obirin University's Foreign Language Education Center invites applications for the position of full-time lecturer in the English Language Program commencing April 1, 2003. **Qualifications**: MA in TESOL/Applied linguistics; a minimum of three years teaching experience in Japanese colleges/universities; good interpersonal skills and ability to work as part of a team; proven experience in ELT curriculum/materials development; computer literacy (Macintosh—Word/Pagemaker/Excel). Proficiency in spoken Japanese would be an advantage. The initial contract will be for three years, renewable subject to performance evaluation and university approval. **Duties**: Currently required to teach approximately 10 hours per week and committee, curriculum, and administrative duties as required. **Salary & Benefits**: According to scale based on age, qualifications, and experience, plus research allowance on approval. **Application Procedure**: Applications should be made in writing and should include a cover letter; an up-to-date CV including a list of publications, with a passport-sized photo attached; a recent letter of reference; and a 500-word essay on your view of teaching Japanese university students. **Deadline**: September 27, 2002. **Contact**: The Program Manager, Obirin University ELP, 3758 Tokiwa-machi, Machida-shi, Tokyo, Japan 194-0294. Telephone, email, or fax enquiries/applications will not be accepted. Short-listed candidates will be invited for interview in October/November 2002, and may be asked to furnish copies of two publications prior to the interview.

Tokyo-to—Sophia University is seeking a full-time English teacher (annual contract, renewable up to three years) to teach conversation, reading, and writing courses offered by the Center for the Teaching of Foreign Languages in General Education from April 1, 2003. **Qualifications**: Native

English speaker or equivalent with MA or above in TEFL/TESOL/TESL/ELT, applied linguistics, or communication. **Application Materials**: Cover letter, resume, references, copies of diplomas or certificates, and list of publications. **Salary & Benefits**: Salary and other working conditions are determined by Sophia University rules and regulations. **Deadline**: October 7, 2002. **Contact**: Center Position, c/o Department of English Literature, Sophia University, 7-1 Kioicho, Chiyoda-ku, Tokyo, Japan 102-8554; t/f: 03-3238-3601.

Web Corner

You can receive the updated JIC job listings on the 30th of each month by email at <jobs@jalt.org>, and view them online on JALT's homepage (address below). Here are a variety of sites with information relevant to teaching in Japan:

1. EFL, ESL and Other Teaching Jobs in Japan at <www.jobsinjapan.com>
2. Information for those seeking university positions (not a job list) at <www.debito.org/univquestions.html>
3. ELT News at <www.eltnews.com/jobsinjapan.shtml>
4. JALT Jobs and Career Enhancement links at <www.jalt-publications.org/tlt/jobs/>
5. Teaching English in Japan: A Guide to Getting a Job at <www.wizweb.com/~susan/japan/>
6. ESL Cafés Job Center at <www.pacificnet.net/~sperling/jobcenter.html>
7. Ohayo Sensei at <www.ohayosensei.com/>
8. NACSIS (National Center for Science Information Systems' Japanese site) career information at <jrecin.jst.go.jp/>
9. The Digital Education Information Network Job Centre at <www.edufind.com/index.cfm>
10. EFL in Asia at <www.geocities.com/Tokyo/Flats/7947/eflasia.htm>
11. Jobs in Japan at <www.englishresource.com/index.html>
12. Job information at <www.ESLworldwide.com>

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Submissions

The editors welcome submissions of materials concerned with all aspects of language education, particularly with relevance to Japan. Materials in English should be sent in Rich Text Format by either email or post. Postal submissions must include a clearly labeled diskette and one printed copy. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくＡ４版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず１文字空け、１行２７字、横書きでお願いいたします。１頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に添い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English Features. Well written, well-documented and researched articles, up to 3,000 words. Analysis and data can be quantitative or qualitative (or both). Pages should be numbered, paragraphs separated by double carriage returns (*not* tabbed), word count noted, and subheadings (**boldfaced** or *italic*) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. The article's title and an abstract of up to 150 words must be translated into Japanese and submitted separately. A 100-word biographical background and any tables or drawings should also be sent in separate files. Send electronic materials in an email attachment to Robert Long. Hard copies also accepted.

日本語論文です。４００字詰原稿用紙２０枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to the editor.

原稿用紙１０～１５枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Interviews. If you are interested in interviewing a well-known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Readers' Forum. Essays on topics related to language teaching and learning in Japan, up to 2,500 words. While not focused on primary research data, a Readers' Forum article should nevertheless display a wide reading and depth of understanding of its topic. Japanese title and abstract also required (see above). Send electronic submissions to Scott Gardner.

リーダーズ・フォーラム：日本での言語教育、及び言語学習に関する6,000字以内のエッセイです。調査データに焦点を当てていなくても、リーダーズ・フォーラムの記事は、読者に、話題に関して深い理解を与える記事を募集いたします。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the My Share editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

ＪＡＬＴによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に JALT News編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、ＳＩＧＳ編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に SIGS編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から４枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、（ｅ）文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の１５日に Chapter Reports 編集者必着です。日本語の報告は Chapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の紹介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. Email or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 20th of the month, 2 months prior to publication.

ＪＡＬＴ以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。ＪＡＬＴ以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及び JALT は、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の２カ月前の２０日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

求人欄です。掲載したい方は、Job Information Center/Positions 編集者にAnnouncement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。なお、求職広告不掲載がJALT Executive Board の方針です。

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For information on advertising in *TLT*, please contact the JALT Central Office: tlt_adv@jalt.org

Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 39 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***, ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The JALT **International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **Special Interest Groups**, SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kumamoto, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Gifu (affiliate).

SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Material Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (affiliate); Foreign Language Literacy (affiliate); Gender Awareness in Language Education (affiliate); Pragmatics (affiliate); Eikaiwa (pending approval); Pronunciation (pending approval). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — **Regular Membership** (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥6,000) are available to full-time students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form *(yubin furikae)* found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に40の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌 *The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育･語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会、SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に３９の支部と１つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、熊本、京都、松山、宮崎、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、岐阜［準支部］）

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロプメント、教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価、ビデオ利用語学学習、他言語教育（準分野別研究部会）、外国語リテラシー（準分野別研究部会）、ジェンダーと語学教育（準分野別研究部会）、語用論（準分野別研究部会）、英会話（未承認）、発音（未承認）

JALTの会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

会員及び会費：個人会員（¥10,000）：最寄りの支部の会費も含まれています。学生会員（¥6,000）：学生証を持つ全日制の学生（大学院生を含む）が対象です。共同会員（¥17,000）：住居を共にする個人2名が対象です。但し、JALT出版物は1部だけ送付されます。団体会員(1名¥6,500)：勤務先が同一の個人が５名以上集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Language Teacher* のとじ込みの郵便振り替え用紙をご利用いただくか、国際郵便為替（不足金がないようにしてください）、小切手、為替を円立て（日本の銀行を利用してください）、ドル立て（アメリカの銀行を利用してください）、あるいはポンド立て（イギリスの銀行を利用してください）で、本部宛にお送りください。また、例会での申し込みも随時受け付けています。

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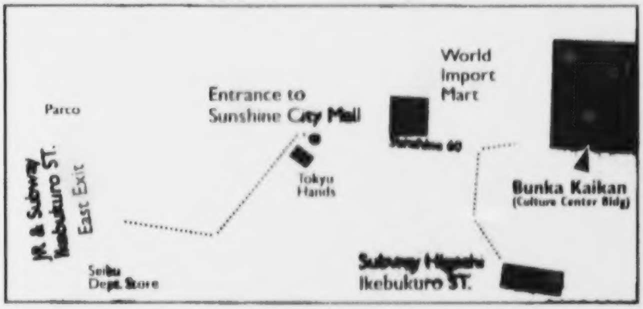
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3 大学日本語教育多様化への挑戦：アクションリサーチ (Japanese Language Education at the University Level: Action Research)
松田 早恵 *(Matsuda Sanae)*

10 Becoming Global Citizens: Students' Thoughts and Impressions of the Second Asian Youth Forum
Elizabeth Lokon & Bill Perry

15 Learning Listening Comprehension Skills in English: The Analysis of Japanese Learners' Beliefs and Its Implications
Shimo Etsuko

19 *Opinion*—The Corporate English Program: Being Part of the Company Community
Jonathan Fischer & Jacob Schnickel

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With the start of a new semester, change is in the air: Many teachers are re-examining their textbooks, trying out new teaching methods and tasks. Perhaps it's simply the cooler weather that inspires us to experiment, but whatever the reason, innovation is crucial for professional development, and even for our own *Language Teacher*. The recent creation of a new ***TLT* Editorial Board** is perhaps the most important change our journal has seen for a long time.

Previously, one editor managed staffing, content, proofing, layout, and needed still more energy to respond to questions and input from JALT officers. In 2001, then-editor Malcolm Swanson decided to make the task more manageable by creating a co-editor position. While this has worked well, writers still need attention and feedback, and the new Editorial Board addresses this. From now, four editors—**Nigel Henry, Amanda O'Brien, Lihn Pallos**, and myself—will work with featured articles. Nigel was recently appointed Associate Editor and Amanda and Lihn have been editing Book Reviews and Conference Calendar, respectively. Current Co-Editor Scott Gardner will continue editing the Readers' Forum, while Assistant Editor Paul Lewis and Past Editor Malcolm Swanson provide ideas for innovation in content and layout.

Innovation can be viewed as a theme for this month's issue. **Matsuda Sanae**'s longitudinal study documents problems meeting the needs of foreign students learning Japanese. The conclusion, calling into question the use of learning journals and email, reminds us that popular techniques shouldn't be taken for granted and need continual re-examination.

Elizabeth Lokon and **Bill Perry**'s article on the Second Asian Youth Forum (AYF) reminds us that connecting with peers brings about change. The AYF, you may recall from last year in Kitakyushu, examined participants' perspectives along four themes: English as a common bond, working and creating together as Asians, broadening perspectives, and developing an action orientation. Lokon and Perry hope to inspire others to participate in the next AYF, to be held in Taiwan next month.

The second Readers' Forum article, by **Shimo Etsuko**, is a qualitative study of students' negative beliefs about listening and how these are based on personal, educational, linguistic, and socio-cul-

contents

feature

3 大学日本語教育

readers' forum

10 Becoming Global Citizens
15 Learning Listening Comprehension Skills in English

opinion

19 The Corporate English Program

conference report

24 36th International IATEFL Annual Conference

jalt2002

26 JALT2002 Preliminary Schedule

chapter in your life

30 FEELTA Conference in Blagoveshchensk

my share

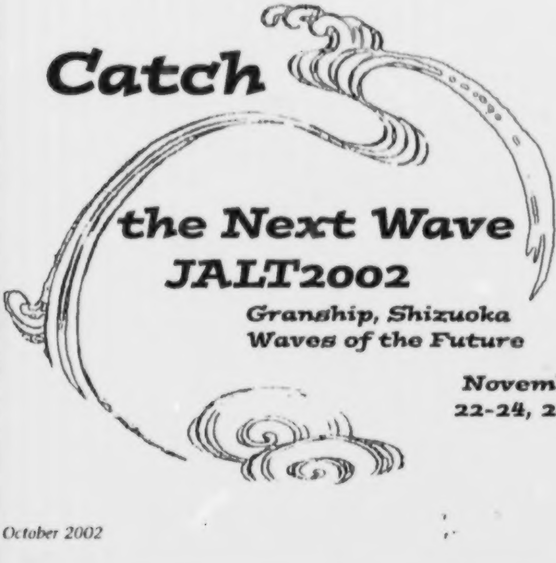
35 Words That Make a Really Nice Place to Live!
36 A Quiz to Develop Student Awareness of English
38 It's No Secret: How to Keep Them Talking!

off the presses

39 Building Communities in Online Learning Environments—Longman English Success

departments

41 Book Reviews
43 JALT News
44 Special Interest Groups News
45 SIG Contacts
45 Chapter Reports
51 Chapter Meetings
52 Chapter Contacts
53 Conference Calendar
59 Job Information Center
62 Submissions
63 Staff List
2 Advertiser index



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tural factors. Finally, **Jonathan Fischer** and **Jacob Schnickel** contribute their Opinions and Perspectives in which they discuss how it is important for in-house English programs to gain credibility within the companies that sponsor them. The article tells us that innovation is only sustained when it is accepted and respected.

P.S. The JALT2002 Conference in Shizuoka next month offers many more opportunities for positive change for everyone, and we are delighted to be including the provisional **Conference Schedule** in this issue—don't forget to take a good look at it and begin planning your route through the event.

Robert Long
Co-Editor

新しい学期がスタートし、教科書を改めて吟味し、新しい教授法および課題を試みていらっしゃる方が多いことでしょう。理由が何でも、「変化」に取り組むことは専門の発展に、語学教師にはきわめて大切です。ＴＬＴ編集部でも、長い歴史の中で、最も重要な変化があります。

従来、一人の編集者が、人員配置、内容吟味、校正、レイアウトを行っていたため、ＪＡＬＴ役員からの質問や入稿に対して、多くのエネルギーが必要でした。そこで、2001年には、当時のエディターのMalcolm Swansonが、共同編集者を置くことで、作業を行いやすくしました。そして、現在、Nigel Henry、Amanda O'Brien, Linh Pallosと私の4人で論文の編集を行っています。Nigelは最近まで共同編集者を勤め、AmandaはBook ReviewsをLinh Pallos はConference Calendarも担当しています。現編集者のScott GardnerがReaders' Forumを引き続き担当し、副編集者のPaul Lewisと前編集Malcolm Swansonが内容やレイアウトに関して新たな取り組みを考えていきます。

「変化」は今月号のテーマとして見ることができます。松田早恵氏の縦断的な研究は、日本語学習者のニーズに対応する問題の実証です。Elizabeth Lokon と Bill Perry両氏の記事は、第2回アジア青年フォーラム(AYF)について、仲間との結びつきが「変化」をもたらすことを述べて、多くの方に来月、台湾で開催される次回AYF3に参加するよう期待しています。

2つ目のReaders' Forum記事はShimo Etsuko氏の、聴解の否定的なビリーフに関する質的な研究です。そして、Jonathan FischerとJacob Schnickelの両氏は、組織内の英語のプログラムにとって、資金提供する企業内で信用を得ることがどれほど重要かについて、見解と展望を述べています。

追記
来月静岡で行われるJALT2002はどなたが参加なさっても、肯定的「変化」への機会となるでしょう。今月号には特別に会議スケジュールがはさまれていますので、ご覧になって、計画を立てて下さい。

Robert Long
Co-Editor

Correction: On Page 4 of September's *Language Teacher*, the email address for Publications Chair Brad Visgatis was incorrect. He can be reached at <pubchair@jalt.org>. We regret the error.

Ballots must be post-marked no later than October 24, 2002.

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Advertiser Index

Key: IFC = inside front cover, IBC = inside back cover, OBC = outside back cover

Cambridge University Press	6
Council	14
EFL Press	42, 58
JALT2002 Conference	IBC
McGrall Hill	20, 56
MacMillan	10
Nellie's	28
Oxford University Press	31, 32, 33, 34
Pearson	40
Seido	50
Thomson	16, 22, 23, 46, 47, IFC
TEL Book Fair	OBC

松田早恵
京都産業大学

大学日本語教育
多様化への挑戦：
アクションリサーチ

Japanese language education at the university level is in transition. While foreign students continue to increase in number—and from more and more diverse backgrounds—teachers in classrooms wrestle with challenges by trial and error. This longitudinal study examined thirteen items of the teaching portfolio and attempted to analyze what went wrong and why. The results revealed that various types of mismatch, such as teacher-student mismatch and student-student mismatch, caused problems. Furthermore, the results showed that the efficacy of learning journals and email needs to be reconsidered. Although action research is not aimed at generalizing its findings, it is hoped that this study irradiates possible underlying problems in the current JFL setting at the university level.

I　はじめに

大学の日本語教育は今過渡期を迎えている。全国的な傾向として留学生の増加が取り上げられているが、教育現場ではその変化に伴い試行錯誤が続いている。筆者が勤務している大学では、以前までニュージーランドやアメリカなど英語圏からの交換留学生のみに日本語科目を提供してきたが、一昨年度から入試を受けて入ってきた一般留学生も加わり、選択必修語学科目の一つとしても日本語科目を開講することになった。そこには学生の多様化に伴い、数々の難問が待ち受けていた。これは、筆者が担当した３クラスの中でも特に問題のあったクラスのアクションリサーチである。

II　先行研究

外国語教育の現場には、さまざまな教授スタイルや学習活動が混在している。学習者も多様化しているため、時に教師と学習者の認識が食い違うことがあり、また学習者同士の問題が発生することもある。

1.　教師と学生間の不調和

1) 教授スタイルに関する不調和

Rausch(2000)は、外国語教育の方向付けが、教師主導の教授方法から学習者のニーズに基づいた学習者中心のものへと変化してきていると指摘しているが、実際は、学習者と教師の考えが必ずしも一致しないのが現状である。Matsuura, Chiba, & Hilderbrandt(2001)は、教師が学習者中心のアプローチを好む一方で、学習者の多くが教師中心の伝統的な教授スタイルを支持していることを明らかにしている。正確さを求める学習者と流暢さを重視する教師との意識差も存在する(Matsuura et al., 2001; Schultz, 1996)。Conrad & College(1999)は折衷案として、誤用訂正のフィードバック・文法に関する体系的な指導とコミュニカティブアプローチの調和を示唆しているが、岡崎・岡崎(1990)が言うように、ある学習スタイルが学習者側に出来上がってしまっている場合は、馴染みのない新しいスタイルに移行させることは容易ではない。

2) 学習目標・学習活動に関する不調和

Alalou(2001)の調査によると、大学のフランス語、ドイツ語、スペイン語学習者の第一目標は会話力をつけることで、目標言語の文化学習にはあまり関心を示していない。学習目標に関する学習者と教師の意識差はHarlow & Muyskens(1994)の研究結果に見ることができる。学習者は、(1)話す力、(2)聴解力、(3)自信、(4)語彙、(5)発音の順で学習目標を置き、文法を９位、作文を１０位にランク付けしたが、教師は学習者にとっての学習目標を(1)自信、(2)話す力、(3)用を足せる程度の力、(4)語彙、(5)聴解力の順に置き、文法は7位、作文は8位であった。必要だと思っている学習活動・項目に関しては、双方の意識差がさらに顕著で、学習者は、(1)会話、(2)語彙、(3)発音、(4)映画・ビデオ、(5)教師が目標言語だけを話すことを大切だと考え、文法練習は9位、作文は10位であった。教師は、(1)会話、(2)教師が目標言語だけを話すこと、(3)作文、(4)小グループ活動、(5)語彙の順で、文法練習は１６位であった。授業でのゲームの使用に関しては教師間でも賛否両論あるが(品川, 2001)、Harlow & Muyskens(1994)の上記の調査では、学習者(17)教師(15)共にゲームの重要度は低かった。

3) 学習日記（ジャーナル）に関する不調和

ジャーナルの有効性については、臼杵（1997 & 2001）やFedderholdt（1998)などによって数々の報告がされている。学習者は、

ジャーナルを通して学習目標の明確化、弱点の把握、学習ストラテジーの認識・活用ができる。教師は、ジャーナルを媒体として学習者の視点認識、問題発見、フィードバックをしたり、それを授業改善などに役立てることができる。また、教師と学習者間の距離を縮め、相互理解を促すという効果も期待できる。しかし、問題点として、「対象言語以外に媒介語がない場合は、書くという手段を用いた言語日記は取扱いが難しくなり、また学習日記自体が学習者の学習スタイルに合わないという場合も出てくる」(臼杵, 2001: 35)。

2. 学習者間の不調和

Burden (1999)は、上記II.1.1)の不調和を方法の不調和 (methodological mismatch)、II.1.2)の不調和を学習スタイルの不調和 (learning style mismatch)と呼び、それ以外にも２つの不調和 (student mismatch とmotivational mismatch)を挙げている。

1) 能力の不調和

能力のある学生は、あまりできない学生とペアワークなどをやっても自分には利益がないと思い、できない学生はできる学生と組むと畏縮してしまう。そういう学習者は、授業で不安感を抱くことにもなりかねず、外国語クラスの不安感は時に「目を合わさない、神経質に笑う、私語をする」などの行動に表れることがある（Young, 1991)。

2) 学習意欲の不調和

Berwick & Ross (1989)は、多くの学習者の学習意欲が大学入学後に低下することを報告している。特に受験に向けての語学に的を絞ってきた学習者は、合格と同時に語学学習への動機づけを失ってしまう。そういう学習者と、強い動機づけを持っている学習者との間には学習意欲に大きな差が出る。

3. 学生の受容力

一方、Allwright & Baily (1994)は、上で挙げた不調和を学習者の受容力(receptiveness)という観点から捕えている。学習者の８つの受容力(1 目標言語や文化に対する受容力、2 一個人としての教師に対する受容力、3 他の学習者に対する受容力、4 教師のとる教授法に対する受容力、5 コース内容に対する受容力、6 教材に対する受容力、7 良い学習者でいることに対する受容力、8 他の人とコミュニケーションをとることに対する受容力）と語学学習の関係はまだ十分に研究されていないが、追究に値すると述べている。

4. アクションリサーチ

II.2.のような不調和が生じた場合、あるいは、II.3.に挙げた受容力が欠如している場合は、問題点を探り、改善策を練ることが必要になる。そのためには、教師が自らの授業と学習者を観察し、授業をよりよい方向へ向けるための行動を起こし、結果を内省し分析するアクションリサーチが意味を持つ。ただし、横溝（１９９９）が述べているように、このタイプの研究は、教師自らが担当している授業・学習者を対象にするため、概して小規模で、自分の教室をこえた一般化を目指すものではない。アクションリサーチの方法の１つとしては、ティーチングポートフォリオ(ある一定期間の教授行動に関するあらゆるものを保管・整理して記録するシステム)を活用し、行動の方略を発展させ、行動に移すというものがある(横溝, 1999)。本研究では、１年という期間の中で試みた方略とその結果をティーチングポートフォリオを基に振り返ってみた。

III 本研究

1. 対象クラス

京都の私立大学での「日本語 I」クラス。日本語中級レベルの学生を対象にしていて、学生はライティング中心のクラスとリーディング中心のクラスの2つをセットで取るように勧められた。筆者はライティングのクラスを担当し、週に一度、９０分のクラスが前期に１４回、後期に１３回あった。クラスの人数は前期９人、後期７人であった。交換留学生に対しては無単位だが、一般留学生は前期１単位、後期１単位を得た。この年の講義要項は大学で定められたものが使われ、オリエンテーション時に学生に配布された。

2. 学習者の背景

表１からもわかるように、日本語学習歴のほとんどない学生から出身大学で日本語を専攻している学生まで様々で、次のような点で大きな幅がみられた

1) 学生の肩書き(立場)の違い

聴講生は、学校同士の提携無しに日本側の同窓会の招きで来ていてる留学生である。交換留学生は海外の提携校（アメリカ、中国、ニュージーランド） から来て、出身校からの自分の専門の課題をこなしながら日本での生活、授業を体験することになる。どちらも１年間だけの予定で来日し、好きな科目(日本語科目２つを含む) ５～８科目に登録し受講する。基本的には単位は持ち帰れないことになっている。これに対し、一般留学生は日本語・面接などの留学生入試に合格してそれぞれの学部に入ってきた学生で、日本人大学生と同じカリキュラムの下、専門科目、一般教養科目を受講する。従って、１週間の時間割もかなり密である。日本語は語学の選択必修科目の一つで、１クラス通年で２単位である。

2) 学習歴の差

学生Eのように、来日前に少し独学しただけという学生もいれば、７年もの学習歴を持ち、日本にも留学経験のあるCのような学生もいた。また、G、H、Iのように日本語学校で大学受験の準備コースを修了した学生もいた。

3) 過去の日本滞在経験の有無

過去に１年以上日本に滞在したことがある学生は５名で、そのうちAとCは高校時代の留学経験者であり、残りのG、H、I は日本滞在３年目である。B、D、E、Fの４人は今回初めての来日である。

4) 能力の幅

表２は大学によるプレースメントテストの結果と筆者による学習者の能力評価を表にしたものである。プレースメントテストが学生の能力を的確に表しているかには疑問が残るが、少なくとも読み書き能力に関しては、筆者による評価と類似していると言える。しかし、プレースメントテストで測られなかった話し聴く力に関しては、学習者間に大きな差が見られた。

表１　学生の構成

学生	年齢	国籍	肩書き	専門分野	日本語学習歴
A	20	NZ	聴講生	日本語	６年、１年間高校留学
B*	21	NZ	交換留学生	日本語	６年、大学で専攻
C	21	NZ	交換留学生	日本語	７年、１年間高校留学
D	20	NZ	交換留学生	日本語	６年、大学で専攻
E**	22	米国	交換留学生	コンピュータ	１年、大学で選択
F	23	中国	交換留学生	経営	３ヵ月、来日前に独学
G	23	中国	一般（１年生）	経済	２年、日本語学校修了
H	23	台湾	一般（１年生）	経営	２年、日本語学校修了
I	22	タイ	一般（２年生）	経営	２年、日本語学校修了

NZ＝ニュージーランド

*Bは前期は初級クラスに在籍。後期から中級クラスを受講。

*Eは１９９９年秋学期に来日し、前年度の留学生と一緒に授業を受けていた。前期の途中に帰国。

表2　大学によるプレースメントテストの結果と筆者による評価

プレースメントテストの結果					筆者の評価				
学生	満点10	45	20	10	◎優れている○できる△普通×弱い				
	読解	文法	漢字	作文	読む	書く	話す	聴く	CPU
A	8	42	12	4/5	○	△	◎	◎	◎
B	3	22	1	3	×	×	×	×	△
C	8	38	13	6	○	○	◎	◎	◎
D	6	29	7	5	△	△	×	×	○
E	6	36	7	6	△	△	△	△	◎
F	6	24	16	3	△	△	×	×	×
G	6	34	16	7/8	○	○	△	△	×
H	6	36	19	9	○	◎	△	△	×
I	8	35	15	5/6	○	△	○	○	△

CPU=コンピュータスキル

3. アクションリサーチ

1) ティーチングポートフォリオ

横溝(１９９９)は教授法を収録するシステムとして、ティーチングポートフォリオ(以下TPとする)の例を11点挙げているが、今回、その中から８項目を選び、さらに独自の資料として５点を加えて、検討材料とした。

教師自身からのもの

1　自分の担当するクラスの詳しい説明（前述III.1.及びIII.2.参照）
2　自分が持っている教育哲学
3　レッスンプラン
4　学期中使用した教材
5　コースシラバス　講義要項（後期）

他の人からのもの

6　学校の定めた講義要項
7　学習者によるコースの評価
8　学期中に学習者が作成したもの、

今回独自の資料

9　学習者のジャーナル
10　一部の学習者との電子メール
11　プロジェクトワーク他課題一覧
12　学習目標と学習活動に関する調査
13　留学生満足度調査

2) 見極め期間

プレースメントテストの結果だけで学生の能力を判断するのは難しかったので、初めの数週間は様々な課題を与え、学生の能力の見極めを図った。その結果、III.2.4)で示したように、顕著な能力の差が認められた。

3) 目標設定 (TP3)

前述III.3.2)の見極め期間に得た情報を参考にスケジュールを立て直し、「これからの予定」として学生に配付した。力のあるA、C、G、Hのような学習者も話し言葉と書き言葉の区別ができていない様子だったので、紹介文、説明文、感想文、要約文、創作文など様々な作文活動を計画した。また、前期の最終学習目標として、プロジェクトワークによる調査報告文を課した。「キャンパス調査レポート」と銘打ち、２人ずつペアでアンケート作成、実態調査、結果集計をさせ、結果分析レポートは各自に提出させることにした。

4) 自分の教育哲学 (TP2)

筆者の教育哲学として、岡崎・岡崎 (1990)の言う「学習を作り出すことを中心においたタスク」を重視する考えがある。また、日本の大学にいるからこそできるプロジェクトワーク（TP11）などに取り組むことで、教室外にまで学習の場を拡大させることを狙った。授業では、発言の場をより多く提供するためペアワークや小グループ活動を取り入れ、教師からの働きかけに対しても自由に意見が述べられるような雰囲気作りを目指した。授業でのゲームの使用に関しては賛否両論があるが (品川, 2001)、筆者は間違いを気にせず言葉を使うことを促すためや授業に変化を持たせるために時折使った。基本文型は学習済みだと判断したので、文法項目だけを独立させた学習方法はとらなかった。しかし、学期末の調査レポート作成指導を念頭に置いて、教科書には、『新聞で学ぶ日本語』（ジャパンタイムズ：1996)を、副教材には新聞・雑誌記事やテレビニュースなどを用い、語彙、用法、文法の強化を図った (TP4)。

5) ジャーナルの頓挫 (TP9)

前年度には自由記述式で毎週５ページ程度を課し、ジャーナルを通して有意義な結果を得ることができた。ノートは毎週集め、文章は添削し、内容に関するメッセージを添えて返却した。学習者がどんな教室活動に関心を示したか示さなかったかがわかり、率直な意見は授業にも反映させることができた。また、学習者が抱えている学習上・生活上の問題点を早期発見して、解決法を見つけることもできた。

しかし、今回は意図したようにはジャーナルが使われず、結局途中で続行を断念せざるを得なかった。本来の意味での日記の書き方をしていたのは、中国・台湾・アメリカからの学習者(E, F, G, H)だけで、ニュージーランド人学習者は、当たりさわりのない日常生活を書いただけにとどまり、タイ人留学生 (I)に至っては、「学校に来て、授業を受けて、アルバイトに行って、スケートボードをして、家に帰って寝た」と一文に集約されそうな内容を毎日書いていた。アメリカ人学習者Eが教えてくれたところによると、ニュージーランド人学習者Dは「自分の日記を(英語で)別に書いているし、また日本語で書くのは邪魔くさい。プライバシーにも関わるので書きたくない」と言っているとのことだった。これを知った時点で、日記を課すことはやめた。これ以上続けていても一部を除いて日記からは得られるものがないし、教師と学習者の距離が縮まるどころか、関係が悪化すると考えたからである。

6) コミュニケーションに亀裂

目標設定してからも一部の学生(A, C, D)の授業態度が気になった。特にAは授業をよく欠席するようになり、Cは筆者と目を合わせなくなり、DもCにつられるように授業中に英語で私語をしたり、高笑いをしたりするようになった。Young (1991)の言う外国語クラスでの不安感のように思えたので、授業に何か問題があるのではないかと疑い始めた。提出物を出しに教員室に来た漢字圏からの学習者に、クラスの内容とレベルについてのコメントを求めたところ、「宿題は多いが、レベルや内容に問題はない。頑張る」とのことだった。普段の受講態度からも、こちらのグループは大丈夫だと判断した。次に、ニュージーランドからの二人(C, D)に同じ質問をしたところ、目を合わさずに「大丈夫」と答えた。その時の表情と態度から、やはり何か問題があることが読み取れた。

7) 電子メール (TP10)

最後の手段として、態度に問題のあった３人の学生(A, C, D)に電子メールを送った。授業は直接法で行っていたので、英語はできるだけ使わずにきたが、日本語での意思疎通に失敗したので、英語で書くことにした。三人のうち二人から返事が来て、やっと問題点が見えてきた。筆者自身が目指した学習者中心の指導に対するレディネスの問題である。Cの返事には、「今までと違った教授スタイルに戸惑っていた」とあった。今までは、体系的に文型や漢字を教わってパターンに沿って学習していれば良かったが、今回は授業の構成が

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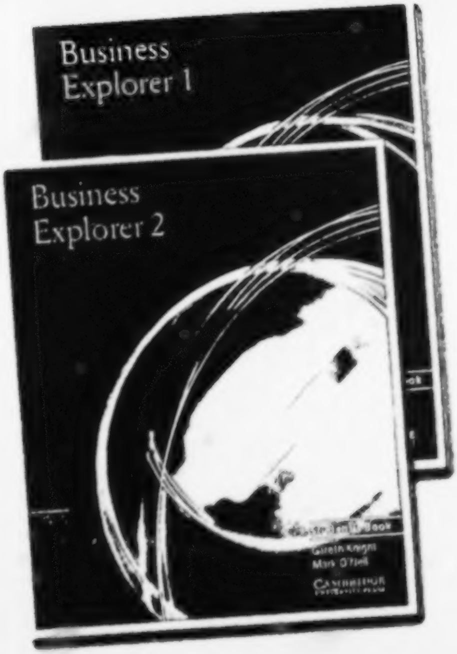
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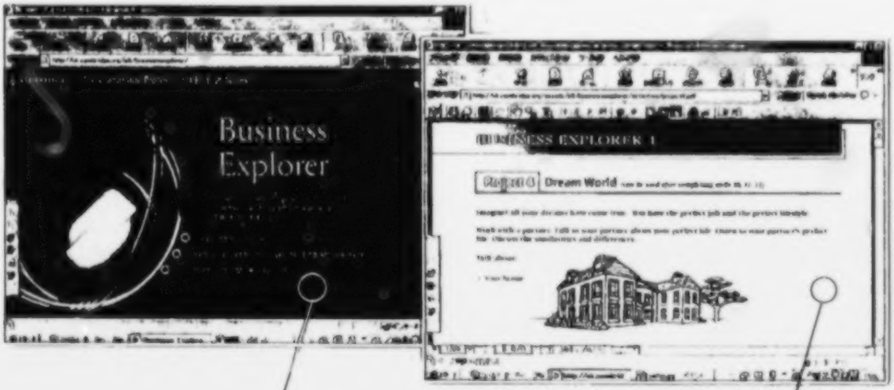
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全く違い、当惑したようだ。しかし、驚いたことにCはII.3)で挙げた「受容力」が自分に欠けていたことを反省していて、今後は違ったスタイルも受け入れられるように努力すると書いてきた。一方、Dは、II.2.1)に挙げた「能力の不調和」に悩んでいた。このクラスに入れたのはきっと筆記試験の文法で点を稼いだためで、自分がクラスで一番出来ないのはわかっている。特に話し聴くことに慣れていないので、授業についていくのに必死であるとのことであった。メール交換の後、今までと今後の活動の目的や意義を再度確認した。そして、毎回の授業の構成が分かりやすいように説明するよう努力したところ、問題の学生の態度も変化した。

8) 後期の活動(TP5)

後期は、夏休み明けの報告(Show & Tell)に始まり、教科書を進める傍ら歌プロジェクト（自分が好きな一曲を選び聴き取り問題を作成・発表）、テーマ別発表(自分が選んだテーマについて資料を集めて発表)、新聞記事の要約(自分が興味を持った記事の内容を自分の言葉で短くまとめ、意見・感想を添えて提出）などを課した。後期プロジェクトとしては、「大学・サークル一日体験レポート」を書かせた。忙しくて実際に体験するのが難しい場合は、部員のインタビューでも良しとした。華道部、茶道部、テニス部、スケートボードサークルなどが報告された。結局、学生はこれらの多様な課題も全てこなし(TP8)、クラスも良い雰囲気で終わった。著者による留学生満足度調査(TP13)と国際交流センターによる交換留学生アンケート(TP7)には、日本語クラスに関する肯定的な意見が寄せられた。しかし、学生の学習スタイルが移行したかどうかには疑問が残ったので、学年末に次の調査をしてみた。

表3　学習目標に関する調査

目標	順位	平均	標準偏差
文法	1	4.79	0.39
聴き取り	2	4.50	0.50
発音	2	4.50	0.76
会話	2	4.50	0.76
読解	2	4.50	0.76
語彙	6	4.43	0.53
自信	6	4.43	0.79
仕事で生かせること	8	4.29	0.76
作文	9	4.21	1.47
日本文化	10	4.14	0.38
翻訳	10	4.14	1.07
日本文学	12	3.29	0.95

表4　学習活動に関する調査

目標	順位	平均	標準偏差
教師が日本語のみを使用すること	1	4.36	0.48
聴き取り練習	1	4.36	0.75
授業外での日本人との交流	1	4.36	0.75
文法練習	4	4.29	0.49
会話練習	4	4.26	0.76
語彙練習	6	4.14	0.38
発音練習	6	4.14	0.69
読解練習	8	4.07	0.61
映画、ビデオ、テレビ番組	9	4.00	0.82
ロールプレイ	10	3.93	0.93
作文	10	3.93	0.98
口頭発表	12	3.86	0.60
語学ラボラトリーでのテープ学習	12	3.86	0.90
語学クラブ活動	14	3.79	0.70
ゲーム	15	3.71	0.76
授業外での会話相手	15	3.71	0.99
小グループ活動	17	3.64	0.75
日本人による授業訪問	18	3.57	0.79
日本文化についての読解・討論	19	3.50	0.76

9) 学習目標と学習活動に関する調査 (TP12)

学習者がどのような学習目標に重きを置き、どのような学習活動を重視しているかを調べるため、Harlow & Muyskens (1994)が用いたアンケートに日本語訳を添え、各目標・活動の重要性を、1「全く重要では無い」から5「非常に重要である」までの5件法で回答を求めた。Alalou (2001)は、大学の外国語(スペイン語、フランス語、ドイツ語）クラスでの学習目標を調査し、先行研究との類似点として、学習者が聴解力と話す力を重視していること、文学研究にもある程度重きを置いていることを報告した。しかし、著者のクラスに関しては、予想以上に学習者が文法の学習を重視していること、また、このクラスの本来の目的である作文は、それほど必要だとは思われていないことがわかった。そして、小グループでの活動や口頭発表などの順位も低く、日本文化や日本文学に至っては、一番重視されていないことが明らかになった。

IV 考察と今後の課題

考察に値する項目として、教師・学生間の不調和、学生同士の不調和の他に、ジャーナルの使用、学習者の母国語でのコミュニケーション、非言語行動、電子メールの使用が挙げられる。

1. 教師・学生間の不調和

まず、今回はIII.3.9)の調査を学年末に実施したことから、著者による教授スタイルが結果に反映したと見ることができる。「文法」が上位に入っているのは、「もっと文法練習を取り入れてほしかった」という意味にもとれるし、「口頭発表」や「小グループ活動」が下位なのは、著者が重んじた活動への不同意ともとれる。あるいは、見方を変えると、学生の学習スタイルが以前からMatsuura, Chiba, Hilderbrandt (2001)の報告にあるような「教師中心のアプローチ、独立したスキル、正確さ」を重視するものであって、単にその移行が行われなかっただけと解釈することもできる。教師が考えているより学習者が誤用訂正や文法学習を重視しているというSchults(1996)の研究結果と、今回のIII.3.9)での調査結果は類似する形になった。学習内容やレベルが合っていても、その提示の仕方を学習者が受け付けない場合もあり得る。岡崎・岡崎（1990: 24)は、「必要なのは、従来のあり方で教育されてきた学習者に、新しい多様化の時代に見合った指導のあり方を提示するにあたって、その変化に対するレディネスを作り出すことである」と述べている。今回、学習スタイルの移行は見られなかったものの、学習者側に受容力の変化が見られたので、それをレディネスへの第一歩だと捕らえることはできる。

2. 学生間の不調和

III.3.9)で「小グループ活動」が下位にランク付けされたのには、学生の能力差が影響したとも考えられる。クラス内の能力差を少なくするためには、クラス分けテストの見直しが必要であろう。現在のプレースメントテストは筆記試験のみが行われているが、ACTFL Oral Proficiency Interview (OPI)などを利用して話し聴く力をみることも大切である。「読み」中心のクラスと「書き」中心のクラスだけというコース設定も再考の余地がある。日本語能力検定1級を持っているG、Iのような学生と、学習歴は長いがまだ日常会話にも支障があるD　のような学生を同じ「中級クラス」という枠にはめこむのには無理がある。また、交換留学生と一般留学生との間には今後もニーズと動機付けの差が存在するであろうと思われる。

3. ジャーナルの使用

ジャーナルは、学習者がその意義を見い出した時は有効利用されるが、そうでない場合もある。今回は、ジャーナルを通して学習ストラテジーを拾うことも授業に関するフィードバックを得ることもできなかった。教師側からのコメントは相互理解に役立てられることはなく、一方通行の感があった。「強制的に書かされる」という意識が学習者にある場合は、プライバシーの問題も絡み複雑である。

4. 学習者の母国語の使用

学習者の母語の使用については、当初目標言語（ 日本語） でのコミュニケーションにこだわっていたため、問題の修復が遅れたように思われる。教師が学習者の母国語を知っている場合は、その使用を選択肢に入れても良いのではないか。今回もっと早い段階で、授業の後にでも英語で語りかけていたら、問題が早期解決できた可能性がある。

5. 非言語行動

非言語行動に関しては、「目は口ほどに物を言う」のを証明した形で、今回の問題発見に大きな役割を果たした。教師は学生の態度やアイコンタクトの仕方などを常に観察し、問題を早期発見する必要がある。

6. 電子メールの使用

そして、個人的な電子メールでのやりとりが、結局教師と学生間の溝を埋めてくれることになった。直接話した時はわからなかった問題点が明らかになり、プライバシーが守られた１対１のやりとりで、やっと学習者の本音を聞くことができた。しかし、これもIV.4.で述べた学習者の母国語の使用が大きく物を言ったからで、もし日本語でメールを書いていたら、違った結果になったのではないかと思う。

V おわりに

今回成果が見られたのは、教師の指導法が学習者の学習スタイルと合わない場合でも、教師の意図する学習目的や活動に関して学習者の理解が得られた場合には、双方共にある程度の達成感を得ることができたという点である。しかし、学習スタイルの移行とそれに対するレディネスを作り出すことは容易ではない。しかも年度が変わると、またさらに多様な学習者との不調和が生ずるかもしれず、教師の柔軟な対応が求められる。

横溝（1999）の考えによれば、TPによってスタート地点（１つの研究トピック）を見出し、行動に移して結果を見るというのがアクションリサーチの一手段であるが、今回は問題点がいくつもあったことから、考察に値する項目も多岐に渡った。従って、１年間の試行錯誤の中で、違う項目に関して何度もスタート地点に立ち最終的に全体を一つのアクションリサーチにまとめた形になった。

アクションリサーチは結果の一般化を目指すものでは無い（横溝，1999）とはいうものの、大学日本語教育の多様化は多くの教育現場に共通する課題であると思われる。本研究によって現場に何らかの示唆を与えることができれば幸いである。

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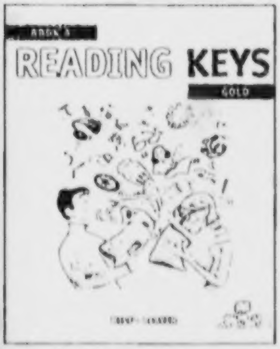

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Readers' Forum

Becoming Global Citizens: Students' Thoughts and Impressions of the Second Asian Youth Forum

Elizabeth Lokon and Bill Perry, *Miyazaki International College*,
with Akane Fukushige, Nozomi Hamamura, Orie Harada, Ikuko Kawabata, Takashi Kuboki, Shoko Maruta, and Rumi Matsuda

> It was like night and day. Three days before—fear, anxiety, total strangers. Three days later—hugging, crying, best friends. And everybody's English was much, much better! That was one of the moments I realized the power of youth contact, homestays and exchange to overcome the hate and bitterness of the past. . . . (Cates, Takayama, Lachman, & Perry, 2001, p. 17)

It was three years ago at the end of the first Asian Youth Forum (AYF) when Kip Cates, the primary organizer, first said those words. The same words, and more, could be said again at the end of the second AYF in Kitakyushu. In the passages below we have excerpted our own students' reflections on the second AYF. With the third Asian Youth Forum coming in early November 2002 in Taiwan, we hope that our students' reflections will inspire readers to encourage and help their own students to participate in this rich educational opportunity.

The First AYF

In the fall of 1999, the first Asian Youth Forum was held in Seoul, Korea. The purpose of the gathering was to bring students from around Asia together and to give them an opportunity to exchange their ideas and their cultures through English in the four-day meeting held concurrently with the Second Pan-Asian Consortium of Language Teaching Associations Conference (PAC2).

The students at the first AYF attended academic seminars, made numerous cultural visits in Seoul (including the Independence Museum where some of the atrocities of the Japanese military in Korea from 1910-1945 were shown), experienced Korean homestays, and spent many hours interacting with students from different parts of the world. The first AYF was clearly a success for the 50 some students who attended.

One of our students from Miyazaki International College (MIC), Chika Takayama, wrote: "Seoul has several places that recall the former occupation by the Japanese. I wondered, then, how the Korean students attending the Forum could have overcome their complicated feelings towards Japanese and being with us" (Cates, et al., 2001, pp. 18-19). Takayama has graduated since she wrote that and is doing graduate work in Peace Studies in Korea.

The Second AYF

Forty-one students from 11 countries attended the second AYF in Kitakyushu, Japan. The second AYF was held in November 2001, concurrently with the Third Pan-Asian Consortium of Language Teaching Associations Conference (PAC3). Much like the first Forum, AYF participants were able to take part in academic sessions (both as presenters and as audience for each other's presentations), cultural tours, homestays, and social events. Topics covered included cross-cultural communication, global issues, English education, leadership, and team building. There were several opportunities to engage the public on these topics. Student representatives from each of the eleven countries held a "Reach Out Seminar" on cross-cultural communication at the Seinan Jogakuin Junior College. On the last day of the conference, some AYF students presented a skit and lead an open discussion with audience participation on "Language Learning: The Students' View." The session was open to all JALT and PAC3 participants.

Seventeen of these 41 students were from Japanese universities, and ten of them were our students. Despite the exhausting four days, the ride back from the conference was animated by insightful exchanges and reflections upon their intense experiences at the conference. We gave the students an opportunity to write about their experiences upon their return to campus in response to the question: "What did you learn from attending the AYF?" Let us now turn to these students' own words, unedited to preserve their voices and organized according to several themes: English as a common bond, working and creating together as Asians, broadening perspectives, and developing an action orientation.

本稿は、2001年に北九州市で開催されたＰＡＣ３会議と同時に行われた第二回アジア青年フォーラム（ＡＹＦ２）に参加した学生の感想です。本稿をご覧になれば分かるように、参加生徒はＡＹＦ２に大いに影響を受けたようです。感想は、共通の絆としての英語、アジア人としての共同活動、見地を広げること、行動方針の作成の４テーマに分かれています。本稿を読んだ日本の教員が、2002年11月に台湾で行われるＡＹＦ３への生徒の参加を積極的に勧めていただければ幸いです。

A Common Bond: English in Asia

A prominent area in our Japanese students' writing about their experience at AYF concerned the role of English in the interaction at the conference. Although most had had a "study abroad" experience in North America, England, Australia, or New Zealand prior to AYF, their contact with other Asian students who used English as a tool for daily interaction had been limited. Their words show that they developed an awareness of the wide-reaching scope of English as a medium of communication among Asians in Asia.

> To join AYF was my challenge. I've never participated in these forums, but AYF seemed between serious and cultural exchange and it sounds good to me. I found my interest in Asia lately, so I decided to join in it quickly. Before I go AYF, I thought most Asian students would not speak English so well or speak with strong accent, but it was completely wrong. They were very positive, talkative and fluent English speaker. Japanese students from other area also spoke well, but I felt that English some Asian students spoke was real, I mean they need English and use it in their daily life (Matsuda).

The prospect of using English to meet all communication needs during the conference was daunting to some of our students, but most quickly realized that their anxieties about using English with the other Asian students were unfounded. Anxieties dissipated, and their confidence in using English grew.

> It was my first experience. . . to have opportunities to communicate with people in other Asian countries. So I was very excited and at the same time, I felt anxiety for participating that because I was not sure if I could communicate with my English. Even though I'm studying English in my college, that uneasiness came up to my mind.... My first impression for the AYF was that what diligent and friendly were they, the participants! Of course, the common language was English so when they introduce themselves, they all used the English. As I talked in English, my uneasiness disappeared. I realized that it was just my bad habit. The AYF was the chance where I recognized English and myself (Hamamura).

Working and Creating Together as Asians

Many of our students came to AYF with a set of expectations about what would happen at such a conference with young people from other countries in Asia. There would be opportunities to break down cultural barriers and stereotypes as well as to establish friendships with students from other Asian countries. However, the following words from our students indicate that AYF 2 brought them more than they expected.

> Before attending AYF, I just imagined it like a "meeting" or just "communication" with other young foreigners. But, in fact, AYF was different from others that I experienced before. What I was really interested was, especially, team activity. I joined one of the content team, which was language learning. I'm really interested in it because I'd like to be an English teacher after graduating from my college. We presented two types of class based on our (Korea, Thailand, and Japan's) common problems, which were a communicative (active) class and passive class, although we didn't have enough time to prepare for this role play. Role play with foreigners, besides, we just met yesterday. . . I had never experienced before! Honestly, I was so worried if we could do or not. However, it went very well, much more than I expected (Fukushige).

> I enjoyed in AYF, especially the group activity: Communication-Language. Our team made a role play which showed a traditional class and a communicative class. When we made the plan, I could know some similar and different points of educational problems in Asia. We focused on learning English problem. After doing the role play and hearing the teachers' reflections, I learned so much (Maruta).

The experience of working together in diverse groups and under extreme time pressure led to a unique bond among the students — a bond that helped them to transcend cultural and linguistic boundaries.

> Through these activities that I experienced for three days, I learned not only cultural differences but also the importance to cooperate and create with people without concerning countries. Now I keep in touch with some friends. I'd like to keep this network in future (Fukushige).

Broadening Perspectives

In addition to the above, our Japanese students also learned the greater Asian context within which they live. It seems common for many Japanese to think of Japan as separate from the rest of Asia. Restaurants and restaurant guides often categorize food into Asian, i.e., non-Japanese, Japanese, and Western dishes. This is perhaps a trivial example, but it clearly illustrates the widely accepted notion that Japan is separate from the rest of Asia. The experience at AYF seemed to have modified this conception and broadened—as well as deepened—our students' understanding of the intertwined nature of Japan's past and present with the rest of Asia. As one student put it, "It is difficult to remain isolated relation in a globalized world" (Harada). They came to this realization through dialogue and reflection.

> There were some people who came from the victimized countries [by Japan during WWII] such as China and South Korea at AYF. I asked them what they thought of the historical issues. They said that they do not want Japan to distort and erase history because it is important in the development of better understanding between countries. All of them answered me openly. We talked for a long time to understand each other.
>
> As a result, I really felt as though there was no barrier between them and me. I want other Asian youth to experience and talk directly and openly. It is difficult to understand what other Asian youths are thinking just by looking at what the media has to offer. To meet face to face helps to build understanding more easily and quickly (Harada).

The words in the following excerpt show how the stereotypes that one student had brought with her to AYF disappeared as she looked more closely at herself and her own attitudes.

> Also, I had very strong stereotypes about Asian countries that made me confuse in the youth forum. . . . Talking to the stereotypes I had, that was not the correct at all. At first, even though it was a Japanese girl, I couldn't recognize she was Japanese. I asked everyone I met which nationalities are he or she. Also, in my image, people in Asian countries are passive. Of course not all of them but most of them were that kind of people, I believed. However, LOOK AT THE PARTICIPANTS!!! Who had such a passive attitude? Only me. They had their own opinions and they actually expressed that to other people. I was really surprised to see that situation and at the same time, I was encouraged by their attitude (Hamamura).

They realized the limits of their own knowledge about social issues compared to other students at the conference.

> Through these four days, we had some activities such as group discussion about stereotype and leader ship, cultural exchange (singing and dancing), walking through Kokura city, etc and stayed together at Takami training center. The program was well concerned to get something out of the activities and I liked each of them. [One thing] I learned watching other students during these program was their knowledge. . . . They understand the problems their countries have and also I felt their problems were more closer to their life compared to ours (Matsuda).

They also came away from the weekend at Kokura with a better ability to see the world beyond their own immediate and often narrow concerns. A fourth year student who had her senior thesis due the Monday following the AYF weekend wrote the following.

> I was trying to not fully involve myself in the program, worrying about my thesis, saving energy for that. "I didn't think it would be this hard. I can't work on my thesis." I said to my friend on the first night. I complained about the schedule that I made myself, was close to regret, that I was participating in the forum though I knew what I needed to do was just keep up my effort.
>
> In the opening ceremony, the organizers gave short speeches on their hopes. One mentioned the people in Pakistan and China really wanting to come, unable to participate in the AYF because of visa restrictions or problems in their country's system. I saw that man almost crying in his speech and I cried, too. I cried, not only because of the war perhaps at the heart of the visa problem, but I cried about the darkness in myself that I wasn't really trying to see the other world around me while I was in an international event. I realized that I was just looking at myself, the problem I had made.
>
> I was grateful to be in Kokura, in the AYF, opening my eyes wider. I had been there at the start, looking at the world straight on from my narrow perspective, me and my thesis. But, I found there are different layers of thinking to see the world. My thoughts could be with, a girl from Korea, a boy from Mongolia, and with the Pakistani who couldn't make it (Kawabata).

Developing an Action Orientation

Perhaps one of the most exciting outcomes of the conference was the enthusiasm and energy that the students expressed toward developing and expanding AYF in the future. From the quotes below, it seems clear that the students felt empowered and ready for action. They showed a tremendous amount of commitment to build peace, goodwill, and intercultural understanding among youth in Asia.

> We learnt about many things, such as Global Issues, Educational Issues, Stereotypes, Leadership and so on. However, I know the most important thing is not learning. The most important thing is what to do. . . . We learnt many things, so we have to use those knowledge and we should do something (Kuboki).
>
> I think Asian youth have the power to move on

> to a new step and help to solve the historical issue. As an Asian youth, I want to understand other Asian youths to keep good relationships and never make the same mistake again. Japan should make many opportunities for Asian youth to meet the victimized countries' youth to break stereotypes and to understand differences of opinions and values (Harada).

> So far, the coordinators were from not Asian countries and it came up as a topic for the future AYF. I think Asian also should lead this AYF, and at the same time it's important keep them for getting ideas from another angle and moreover thanks to them we have AYF today. I felt youth power enough. I hope more young people from other Asian countries can join in next AYF. My idea is to have this forum in low price country and if we could stay longer, do volunteer job will be good experience (Matsuda).

Finally, the students who attended this year's AYF conference expressed eagerness for others to benefit from future AYF conferences: "I hope that the more people could join the AYF and have the opportunities to share the ideas they have to make our relationships better (Hamamura)"; "And the people who experienced it, should have a chance to talk to their friends and to people around them (Harada)."

Looking Forward

Hearing our students' own words, we have become more than convinced of the value of AYF in our students' journey towards becoming global citizens. They are learning how to transcend cultural and linguistic barriers as they built bridges across Asia. The need to use English has become very real to them. They have confronted stereotypes they held and have begun to see the world beyond their narrow and immediate concerns. They have realized the limitation of their own knowledge about the world and, for the first time, have recognized a real sense of interdependence between Japan and the rest of Asia. Best of all, they feel empowered and committed to building peace, goodwill and intercultural understanding among Asian youth.

This commitment for action has been translated into various activities on the MIC campus. Some students have selected senior thesis topics along the lines of the themes discussed at the conference (e.g., fair trade issues, poverty and violence, sex trade industry in Thailand). Others have formed a new extracurricular activity club, called Miyazaki International College Activists (MICA), which emphasizes studying local volunteering opportunities in order to contribute to solving global injustices. Half a year has passed since the last AYF, but their commitment and energy have not faded. In fact, more energy has been generated and has been spread among other students at the college.

AYF 3 will be held in Taipei, Taiwan, in conjunction with PAC 4 (November 8-10, 2002). An estimated 40 to 50 students from all over Asia are expected to attend the conference. This is an excellent opportunity for students to use their English and become more active, interactive, and responsible citizens in our global community. For more information about AYF3, please visit the website <www.asianyouthforum.org> or contact Kaying Lau at kaying@asianyouthforum.org or Kip Cates at <kcates@fed.tottori-u.ac.jp>.

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Cates, K., Takayama, C., Lachman, A., & Perry, B. (2001). Hand in hand: Looking toward the Second Asian Youth Forum. *The Language Teacher, 25*(1), 15-20.

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Learning Listening Comprehension Skills in English: The Analysis of Japanese Learners' Beliefs and Its Implications

Shimo Etsuko, *State University of New York, University of Buffalo*

Introduction

An unacceptably high proportion of students who have learned English in the Japanese formal education system generally do not have much training in listening comprehension and therefore lack listening skills. This report will approach the deficiency that many Japanese learners of English show in listening comprehension skills by revealing a sample of their beliefs.

Research has indicated that exploring learners' beliefs about language learning is effective in various aspects of language teaching. Horwitz (1987), for example, points out the importance of discovering learners' beliefs about strategies by suggesting that "erroneous beliefs about language learning lead to less effective learning strategies" (p. 126). Likewise, beliefs that might interfere with effective learning processes to acquire better listening comprehension skills may be found among Japanese learners of English. Teachers may be able to assist their students in dealing well with such erroneous—or at least negative—beliefs, so that the students can approach listening activities with more positive attitudes.

This report is based on the findings from a qualitative analysis with a small number of learners. As for qualitative research, Seidman (1991) comments that "the researcher's task is to present the experience of the people he or she interviews in compelling enough detail and in sufficient depth that those who read the study can connect that experience, learn how it is constituted, and deepen their understanding of the issues it reflects" (p.41). The aim of this report is to provide useful information that teachers can refer to, when they are faced with Japanese students of similar educational backgrounds.

Study Participants and Data Collection

Data were collected from five Japanese learners of English studying at an American university: Ayako, Koichi, Misae, Sayaka, and Toru.[1] Ayako, twenty-seven years old, had taught English at a junior high school for two years in Japan before coming to the US. She was studying at the English Language Institute (ELI) in the university. Koichi, thirty-two years old, had worked for a newspaper company for eight years in Japan and then was studying economics in a master's program. Misae, twenty-one years old, was a student at the English Language Institute. Sayaka, eighteen, was enrolled in the undergraduate program, her major yet to be decided. Lastly, Toru, thirty years old, was attending classes at the ELI and auditing graduate level courses in the MBA program. The electric power corporation for which he was working had provided him with this opportunity to study in the US. He had been working for the company for seven years.

Data were collected over a period of approximately two months. The procedures include the following four parts:

a) Participants kept written records about their listening activities on several occasions.

b) Participants were interviewed three times. All the interviews were tape-recorded and transcribed by the researcher. (Japanese was used in the interviews. The author of this report has translated the participants' utterance into English with fidelity.)

c) Participants shared their strategies (i.e. what they did in the engagement of listening activities as well as what they did in order to improve their listening skills) by means of a compiled list of their strategies.

d) Participants made reflections on the above procedures at the end of the study and submitted written feedback.

These methods were combined in order to maximize the amount of data that could be elicited from the participants.

Discovered Beliefs

The data have disclosed the learners' various beliefs about the learning of listening comprehension skills. Many beliefs such as those regarding effective ways to improve listening skills reflect individual differences and preferences. This report will focus on the following two negative or perhaps erroneous beliefs, which were commonly found among the learners: a) listening is difficult, and b) one cannot learn listening effectively in Japan.

日本人の英語学習者５人を対象とした質的研究により、学習者は「リスニングは難しい」「日本ではリスニングの学習は効果的に行えない」という否定的なビリーフを持っていることが分かった。そのビリーフは、個人的、言語的、教育的、あるいは社会・文化的な要因により説明できる。そのため、教師は、学習者がより肯定的な態度でリスニング学習に取り組めるように手助けするべきで、具体的には、ネイティブスピーカーでない英語教師のものであっても、英語のインプットが与える効果に着目すること、英語を学ぶことについて（入試以外にも）目標・目的を持たせること、様々な学習方法・材料を紹介すること、科学的な理論付けのある活動・学習者の肯定的な気持ちや態度を推進するような活動を提供することが挙げられる。

"Listening is difficult."
All the learners except Sayaka explicitly expressed how difficult they thought listening activities were compared to other types of activities (e.g. reading activities). The learners all mentioned the relationship between pronunciation and listening comprehension skills as a key to improving their listening comprehension skills. They stated that those who can pronounce English well can catch English sounds better, and that *katakana* pronunciation is one of the factors that makes listening comprehension difficult for Japanese learners. Previous research has also pointed out this issue (e.g. Uda, 1998; Yamada & Adachi, 1998).

Toru's example helps to illustrate this problem. He insisted throughout the three interviews that one should improve his/her pronunciation in order to enhance listening comprehension skills. He explained the shock that he had in an ELI class, when he mistook the word *God* for *GATT* (General Agreement on Tariffs and Trade) because he had learned that *God* was pronounced as /goddo/, as it is in *katakana* pronunciation. He continued, "Now I thought about it, I learned h, o, t as /hotto/, and knot, /notto/. Well, I learned them in *katakana* and when I hear different sounds, I cannot understand them."

In addition to the above linguistic factor, this study has shown that educational and personal factors caused the learners to create the belief that listening is difficult. Koichi, for instance, said that he finds listening difficult because he believes himself to be a learner who learns more effectively through visual than aural resources, and because reading, not listening, activities were the major activities provided in English classes in Japan. In fact, all the five learners agreed on the point that they did not have enough opportunities to practice listening at Japanese schools. The fact that schools did not provide much listening training seems to have eventually fostered the belief among learners that listening is more difficult. Similarly, the learning environment has contributed to the formation of the other belief that will be reported next.

"One cannot learn listening effectively in Japan."
These Japanese learners who were studying in the US were given chances to reflect on their learning in Japan. They believed that they had limited opportunities to promote listening comprehension skills in Japan. The reasons can be categorized into four general groups: Japanese teachers of English, entrance exams as a short-term goal, availability of useful materials, and Japanese students' reluctance to be distinct from others.

First, the learners did not consider Japanese teachers of English to have contributed very much to the improvement of their listening comprehension skills. They believed that teachers needed native-like pronunciation in order to facilitate listening skills, as can be seen in the following comments:

> I don't think we can expect Japanese teachers to help us with listening skills. Well, they (their pronunciations) are different, after all. (Sayaka)
>
> . . . I want them (Japanese teachers of English) to learn better pronunciation. (Misae)
>
> As for [helping to improve] listening, people, except Americans or native speakers [of English] have a limitation. (Toru)

Secondly, the learners attributed their beliefs to the severe entrance examinations. Listening comprehension skills are not emphasized in most cases on those exams, and therefore formal education usually does not provide enough good training in those skills. Toru's statement to explain why listening activities such as fill-in-the-blank exercises were never provided in class alludes to this reality: "These kinds of things won't be tested on the entrance exams."

Additionally, it seems that some Japanese learners have developed another belief due to the entrance exam system. This belief is closely related to learners' attitudes towards reading practice described by Day and Bamford (1998) as "no reading pain, no reading gain" (p. 92). The words mean that if one does not go through tough reading training, he/she will not be able to learn how to read. For instance, Ayako explained her surprise when her junior high school English teacher had them listen to a song in class for the first time. She stated in a criticizing manner, "I thought, for a moment, why are we supposed to do this kind of thing [in class]? Well, I was perplexed, kind of. I thought, for what?" Misae experienced the same feeling when her English teacher had them watch a film and introduced colloquial English to them in her senior high school.

Not only do some learners show doubts over objectives of entertaining listening activities, some also underestimate listening activities in general or listening classes. Misae and Sayaka mentioned that Japanese high school students are likely to fall in the latter group. Misae, for example, commented on her Oral English classes at high school:

> . . . we didn't have any difficult and thick textbooks for listening and speaking classes and those classes turned into just fun places. Easy-going. . . we didn't study so seriously and it was like a kind of period when you could take a rest.

These words imply that Misae's high school classmates generally did not find listening activities or classes important because they were not very demanding.

Availability of useful materials is another factor that has formed the learners' disbelief in effectiveness of learning listening comprehension skills in Japan. Koichi commented that though he found watching videos with English captions (not Japanese subtitles) fairly effective, he did not have much access to the former type of videos in Japan. English films are usually either subtitled or dubbed, and it is often difficult to find English films with English captions in Japan. Toru also touched on this point by saying that the tapes which he listened to in Japan were generally far too difficult for him or were not about topics he considered interesting.

Lastly, the learners' unfavorable attitude towards being distinct by doing something unfamiliar seems to be partially related to the negative belief that one cannot learn listening effectively in Japan. The five learners all believed in the importance of improving pronunciation in order to obtain better listening comprehension skills. Toru and Koichi articulated their frustration about pronunciation practice by stating that they both were concerned about what their classmates would think of them and were trying not to be distinct for fear that the classmates might pick on them:

> . . . it seems that Japanese people's personalities now explain my poor English ability. Well, in Japan, people will find it detestable if you pronounce [English] neatly, right? Maybe, after I go back to Japan in one year, if I say ice hockey (he said the words in the correct English pronunciation), I will be bullied. . . I regret now. I should have tried to mimic the sounds on the tape or something, not yielding to that [concern]. (Toru)

> . . . when speaking or reading a book aloud, nobody ever reads it with correct pronunciation. Coz it's very "uncool." So, everyone uses very Japanese pronunciation, everyone uses Japanese pronunciation on purpose. (Koichi)

Koichi called such attitudes a "psychological barrier" and suggested that the barrier was one of the factors that prevent Japanese learners from pronouncing with native-like accents and intonations.

On the other hand, some learners show no such "psychological barrier." Misae and Sayaka mentioned that they would rather try to pronounce English like native speakers. These opposite attitudes may be explained by the level of their motivation, or by their sex or age differences. Teachers will meet with many different students, and thus it is helpful to note that some learners conceive that trying out native-like pronunciation may lead to their classmates' mockery. Therefore, the vicious cycle—poor pronunciation leads to poor listening skill leads to poor pronunciation—stays as it is (cf. Uda, 1998; Yamada & Adachi, 1998), and listening comprehension skills show little improvement.

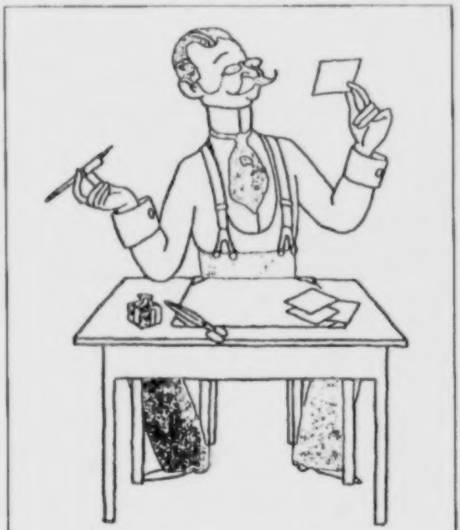
In summary, the learners showed a lot of frustration about what they were able to do in Japan. The learners' skeptical attitudes towards learning listening comprehension skills in Japan was actually reflected in Koichi's and Sayaka's statements that the improvement was made mostly after coming to study in the U.S.

Pedagogical Implications and Conclusions

This report has revealed a sample of Japanese learners' unfavorable attitudes towards learning listening comprehension skills, including negative or mistaken beliefs. Such attitudes are likely to impede learners from being engaged in more effective learning. Considering the backgrounds or causes of the learners' beliefs will probably bring answers for what teachers can do for them.

First, the lack of training seems to have led learners to lack confidence and to believe that listening is difficult. Many more listening activities should be integrated into English classes. One simple way of increasing listening activities is teachers using English more in class, whether they are native speakers of English or not.

English input even from non-native teachers should be helpful. In fact, it offers a significant number of positive effects. In spite of the critical comments towards English input from Japanese teachers, Sayaka and Misae supported the idea that English teachers use more English in class because students could learn words and expressions from their teachers' speech and such vocabulary enhancement could give a solid foundation in listening. According to Misae and Ayako, students can also psychologically be ready to listen to English by getting used to the act, regardless of the accent, and gain confidence as they catch sounds.



Ah, yes, that's the one I'll vote for – by October 24, of course.

Furthermore, Ayako shared her thoughts as a teacher; she did not want to depend too much on such machines as a tape player, but wanted to have as much human interaction as possible in class. Wakabayashi (1982) also suggests the same idea and insists that the accent does not matter unless it is so strong that native speakers can hardly understand. English input from non-native speakers can help students realize that English has a variety of accents, as do other languages. Also, it can create real interactions in which listening activities occur in authentic situations. Students can be engaged in real-time listening activities with the teacher, where they can get immediate responses and feedback.

Helping students set up goals or objectives for learning English (in addition to passing the entrance exams), and introducing useful listening materials and various ways of learning listening skills, are among other things that English teachers can do in order to help learners to develop positive attitudes towards learning listening skills. Quite a few learners, like Toru, probably have difficulty in finding materials suitable to their level and interests, and teachers should give advice in this regard, as well.

Additionally, it should be noticed that the five learners' comments have indicated that they believe in certain scientific approaches to learning listening. They referred to the important roles of pronunciation improvement or vocabulary enhancement in order to obtain better listening comprehension skills. Teachers are expected to provide practices designed on the basis of scientific reasoning. It is also proposed that the approach to teaching listening includes consideration of learners' feelings and attitude, so that they are positively engaged in learning activities, with less anxiety. Teachers may have to consider "the psychological barrier" that their students may have in attempting "good" pronunciation.

To conclude, this report has hopefully provided useful information that teachers can refer to in order to better understand how their students participate in listening activities and why. Teachers may be able to assist their students in modifying their negative or incorrect beliefs that might interfere with effective learning processes by providing a sufficient amount of listening training, after considering its scientific and psychological effects on the learners.

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Note

1. The participants' names have been changed in order to protect their privacy.

Acknowledgment

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The author studied for her master's thesis at the State University of New York, University at Buffalo, from 2000 to 2001, and this paper is based on her research there. She currently teaches JSL at Aichi Shukutoku University and EFL at Chubu University. She can be reached at <eshimo@rio.odn.ne.jp>.

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The Corporate English Program: Being Part of the Company Community

Jonathan Fischer & Jacob Schnickel, *TDK-MCC, Akita*

For ten months, we have worked together as curriculum designers and instructors for the in-house English program at TDK-MCC, an electronics-parts company in a small town in Akita Prefecture. The program did not exist before we arrived, so there has been much to take care of in all regards. On top of the familiar challenges of overall design, scheduling, and teaching have been those of adapting to the company and trying to help the company adapt to us. As the only two non-Japanese in a factory of six hundred, there is no escaping notice, yet it would be easy for the English program to exist essentially outside the company community. We and the program could be peripheral attachments with little relevance to what fellow employees believe the company needs to do. We felt that if this happened, however, our company would risk wasting its investment and that we might find ourselves uncomfortably marginalized.

In assessing the degree to which we have become integrated into the life of the company, we feel our attendance records provide valuable information. Attendance is always an issue in company classes due to trainees' heavy workloads, meetings, and deadlines. High attendance suggests that some people in the company structure, the trainees themselves or their section managers, regard the English program as important. Low attendance seems to indicate that the English program is seen as optional or insignificant. Obviously, the English program is not as vital to the company as the production process, but English is increasingly relevant. Our company has many foreign clients and is constantly seeking more. We feel that integrating our program into the company community will contribute greatly to learners' success in English and consequently to our company's success internationally. Further, we hope that taking steps to increase the awareness of our program among all employees will help solidify the sentiment that the company has taken an important and worthwhile step in initiating an English program.

Establishing a Foundation

Integration will naturally begin in classes, for if the program does not succeed in helping trainees learn English, there is little hope for, or benefit from, a larger significance to the company. Needless to say, we attempted from the start to design quality lessons aligned with the company's stated goals, but accelerating the process of getting to know trainees' personalities and learning characteristics, informally and via surveys, seemed nearly as important.

After this period of adjustment, we were prepared to personalize learner evaluation. Quantitative evaluation has its place, and it is a means of responding efficiently. Qualitative evaluation, though, has elicited the most invested and seemingly valuable reactions from trainees. For instance, we asked trainees to prepare and deliver a brief one-to-one presentation at the end of our fall term. We felt that the presentation assignment would prompt the trainees to select for themselves the level at which they were comfortable speaking, allowing them to do what they were able and finish the term with a positive experience. We chose to send our feedback via email and prepared individualized assessments of each trainee's presentation. It is not surprising, in retrospect, that most of the trainees responded to our assessment emails with a message or a visit to the classroom. We felt the trainees gained some useful language information, but we also sensed that they felt their individual aims were being considered.

We are always thinking about how to best incorporate learner suggestions into our planning. Regardless of similarities in background, our trainees have decidedly varied needs and learning styles. We wanted to accommodate those individual goals and styles, but we did not want classes to operate without focus. We first changed from business-centered materials to materials based on daily functions, as we and most of our trainees thought a broader and more basic approach more suitable. Now we are trying to involve more learner-selected materials, with journals as part of our writing practice and graded readers of assorted styles and subjects. Later, we would like to include short, topic-centered discussions, with students choosing the topics.

It also seems plain that trainees' English, as well as the relationship between the company and the program, will improve if trainees drop in during our non-class time to speak with us, with or without specific concerns. To that end, we have advertised our schedules and repeatedly invited visits. The number of visitors has improved steadily, and so has the trainees' comfort level during such visits. We use email to spread English-related news, and we encourage trainees to write us email as well. By these avenues, we feel we are helping to make English, and our program, more a part of our trainees' workdays.

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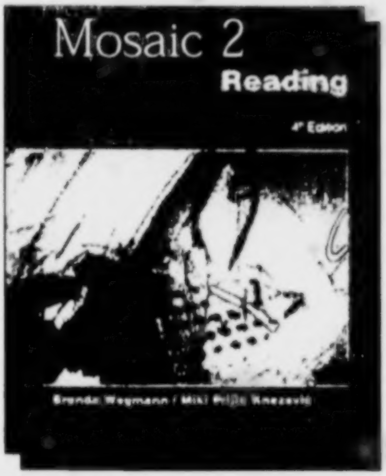

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Interactions Outside of Class

Outside of class, there was no familiar model for interaction. Were we to speak in English or Japanese? Would it be okay to join other employees at their lunch tables? Would it be appropriate for other employees to join us? We were surprised to see that the Japanese members of the company seemed uncertain about these issues, too. Having now been here for most of a year, we find that greetings and conversations are common in both languages at the workplace. As our knowledge of the company and region grows, these conversations become fuller.

Of course Japanese ability helps in these interactions, but the benefits of educating ourselves in the language have gone a lot farther. Discussions with our administrators have become smoother, both because they are students in the English program and because we have been studying Japanese. It seems the option of switching to Japanese, though less and less necessary all the time, greatly reduces the potential for stress. Predictably, our meetings have become much more efficient, too.

Extrapolating from our meetings, we also think it useful for us to make ourselves available to foreign visitors. There is one engineer in our company whose English is of near-native competency, and there are a handful of others who speak very well. Each of them is capable of dealing effectively with an English-speaking visitor, but to bear that responsibility individually, on top of regular duties, can result in quite a lot of stress. Likewise, foreign visitors may feel isolated if they interact with just one person, especially as some stay for a week or more. Our taking a moment in the hallway or cafeteria to talk with these visitors might relieve some stress, as well as help spread awareness of our program to our company's partners.

Into the Company Structure

To this point, we have tried to interact with coworkers in a way that will benefit the program. We would like to find more opportunities to do so, but we would also like to extend our program's base. We hope to start a small all-English newsletter, to which trainees will contribute. We are also working on an English site for the company's intranet. In sum, we hope that employees will have more and more encounters with English and with the program, even if they do not see the two instructors at all.

Conclusion

As one would expect after ten months, we are still working through the issues discussed in this paper. There are definitely job-security aspects embedded, but more than ensuring that the program lasts, we hope that establishing roots within the company will enhance learners' progress in English and help them to see the language as integral to their lives.

While we have lost some trainees to the demands of full schedules, we are pleased to see that a core group has emerged from our first ten months. Within this group are a variety of success stories: clear improvement in communicative power, gains in self-confidence, and leaps in TOEIC scores. We are pleased by the success of these trainees; however, we do not yet feel that our program has been fully accepted into the company community. Our attendance has improved, but our records suggest there is work left to do. In the coming months, as we establish a presence on the company's computer network and begin to offer English content to those employees not enrolled in our classes, we hope to promote further interest in English and a broader awareness of what goes on in our classrooms. We feel that an effort toward integration is an immediate step we can take in helping our company compete more effectively in the world market. We cannot contribute directly to our factory's production, but we do hope to contribute to employees' productivity.

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Neil J. Anderson is a teacher educator in the MA TESOL program at Brigham Young University. His research interests include second language reading, teaching and learning styles, language learning strategies and language evaluation and testing. In 2001-2002, he served as President of TESOL International.

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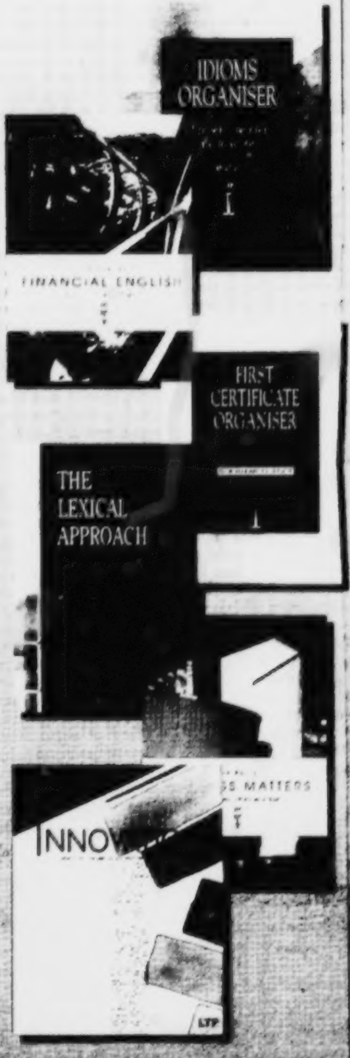
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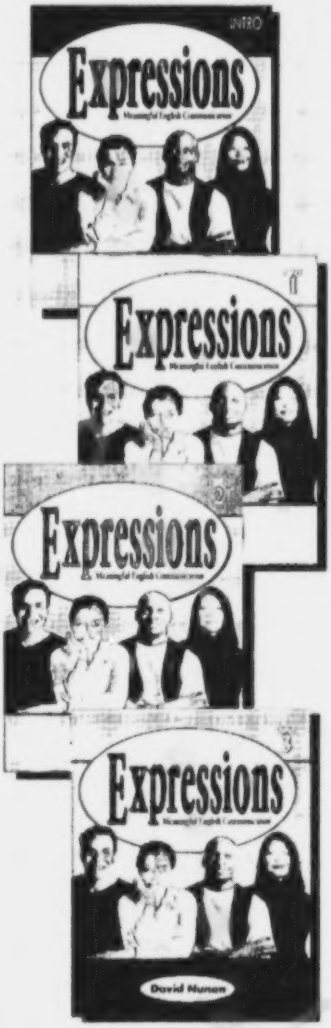

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Conference Report

36th International IATEFL Annual Conference

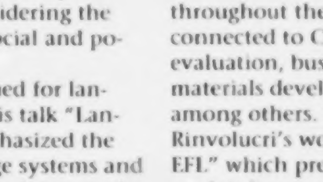
Heidi Evans, Neil Matheson, and Cynthia Quinn,
Kwansei Gakuin University, School of Policy Studies

The 36th International Association of Teachers of English as a Foreign Language Annual Conference (IATEFL) was held at the University of York, York, England from March 23 to 27, 2002. More than 1,200 people attended from over 80 countries, including Algeria, Brazil, Croatia, France, Greece, Hungary, Japan, Latvia, Mozambique, Norway, Peru, Sri Lanka, Tunisia, and Uruguay.

The opening plenary session on Sunday was given by B. Kumaravadivelu, professor at San Jose State University. Entitled "Method, Antimethod and Postmethod," Kumaravadivelu argued that current pedagogical frameworks cannot accommodate differences within educational settings. He proposed a postmethod perspective "based on the parameters of particularity, practicality and possibility" which offers a more flexible way of viewing curriculum planning by considering the learner, teachers, and context from social and political perspectives.

Also on Sunday, Ronald Carter argued for language awareness as the fifth skill in his talk "Language Awareness Revisited," and emphasized the benefits of reflecting on both language systems and language use as well as the value of applying methodologies that explicitly seek to raise learner sensitivity to language. In his talk, Carter focused on spoken versus written discourse, and based on a range of written genres, such as chat logs, email correspondence, poems, textbook dialogues and print advertisements, Carter illustrated how written texts differ in varying degrees from spoken discourse. After briefly analyzing each example, he suggested pedagogical techniques that can be used to enhance the learner's awareness of such differences between written and spoken English.

Diane Larsen-Freeman, now at the University of Michigan, delivered her first IATEFL plenary, "Understanding Language" on Monday. She began with an overview of language theory and method, showing how teaching practices reflect different views of language, and then offered an alternative conception of language that is "more dynamic in nature," using chaos theory to frame language. Comparing the flow of language to the flow of an eddy in a river, she explained that if you stop the river, the eddy disappears, and likewise, language that is decontextualized loses meaning. Larsen-Freeman advocated a discourse-based syllabus allowing learners to discern patterns in the "flow of language" which might otherwise disappear when language is "chunked out."



Concurrent plenary sessions were held on Tuesday. Martha C. Pennington, professor at the University of Luton discussed the tensions between structure versus creativity and standardization versus individualization in "Bridging Gaps: A Dialectic Perspective on Teacher Development." Leni Diam from the Danish University of Education offered her perspectives in "Developing Learner Autonomy: Preparing Learners for Life-Long Learning." She stressed that classroom activities should reflect authentic language, activate learners' existing knowledge, and have the potential for various outcomes to accommodate different learners' input.

More than 250 presentation topics were held throughout the conference about a variety of topics connected to CALL, learner autonomy, testing and evaluation, business English, language and culture, materials development, and teacher training among others. Some highlights included Mario Rinvolucri's workshop, "Multiple Intelligences in EFL" which presented some innovative ways to exploit learners' various abilities, and Jill Hadfield's "Grammar, Games, and Goldfish: Learning Styles and Grammar Practice Activities" which showed effective activities that reflect learners' attitudes about grammar. Michael Breen discussed the dynamic relationship between language learning and social practices in his talk, "Language Learning is a Social Process: So What?" recommending we treat language as a mediator of learning, rather than an end in itself. He also suggested we encourage students to be like ethnographers, building on their classroom experience for cross-cultural learning. Jane Willis' workshop "Lexical Chunks and Patterns: Exploiting Spoken and Written Texts" provided guidelines for identifying appropriate chunks of language and how to create task-based activities using them. In another illuminating talk, Diane Larsen-Freeman tackled the problem of why learners seem to know a grammar rule, but fail to apply it. Instead of interspersing fluency activities with accuracy focused work, Larsen-Freeman suggested we combine them, and teach "grammaring" as a fifth skill. The expression "Focus on Form," often used to introduce grammar in textbooks, is not enough, she said; instead grammar should be presented in terms of form, meaning, and use.

Presenters from Japan made a significant contribution, with teachers from Doshisha University, International Christian University, Kwansei Gakuin University (Uegehara and Sanda campuses), Seitoku University, Takachiho Univeristy, Tokai Univeristy, and Tsuda College sharing ideas on a wide range of issues and techniques. ICU's Watanabe Atsuko and Rebecca Reagan's "Issues of Native vs. Non-Native Teachers of English" talk laid out their results of surveys investigating students' perceptions of non-native and native speaking teachers. Stephen Ryan from Seitoku University showed two short videos created by students to illustrate how less motivated students can experience success when given a video camera in his talk "Digital Video: The Easy Way." In his talk "Helping FL Learners to Make Sense of Metaphor in Literature," Jonathan Picken of Tsuda College shared his research and demonstrated one technique to help students understand metaphor. These presentations drew professionals from Japan and from other countries.

With the catchphrase "swords into ploughshares" and a glossy brochure, The British Council described the English language training they are providing for "security forces" in Europe and Central Asia. The presentation illustrated the extent to which the English language is a force for change, whether positive or negative. Empowerment was emphasised as a key benefit by the speakers, but a significant proportion of the audience appeared to question just who was being empowered to do what.

The conference venue brought people together and allowed attendees to participate actively. Most people could join almost any plenary or presentation because the rooms could accommodate everyone who wanted to listen to a particular speaker. In addition, it was easy for participants to get to know one another since many people ate meals together, shared beers at the campus bar, or attended one of the evening events such as a play, quiz game, or poetry reading.

Professionals looking for an alternative to the annual TESOL convention may want to consider attending IATEFL. The smaller size and EFL focus make the conference a great opportunity to meet new people, network, or give a presentation while gaining new perspectives. See <www.iatefl.org> for more information.

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JALT2002 Block Schedule

	10:00-10:45	10:55-11:20	11:30-12:15	LUNCH	1:15-2:00	2:10-2:35
Rehe	Sugiyama, Using different learning styles in the classroom	Carless, Task-based teaching in the school classroom	Evans, Cambridge Young Learners Examinations (7-12 years)		Wittig, Dress-Up Time	Krause, Music and Rhythm & Milner, Dancing Around the
B-1	Kawaguchi, Organizing 2-to-3-year-old classes	EIKAIWA AGM	Hughes, Communicative Games and Warm-ups		Higa, Back to the Future: Lessons for Children	
B-2	Vilina, Orff Music Strategies for the EFL Classroom	Namba, Role of environment in bilingual acquisition	Gibson, Toss 'n Talk: A Conversation Card Game		Furmanovsky, Prospects for Present and Future Adult Bilinguals	
B-3				Eikawa SIG AGM	Gutierrez, Eikaiwa SIG Forum	
Chu Hall			Willis Plenary		Widdowson, EFL: Defining the Subject	
AV Hall	Knowles, Implementing Multimedia in Intensive Programs		Warden, Rediscovering Video	Black, Teacher Education SIG AGM	Graves, Mindmapping as a Tool for Curriculum Design	
Koryu			Sandy, Developing A Content-Rich Curriculum		Kelly, The Psychology of Difficult Students	
Tenjin						POSTER SESSIONS
901	Nelson, Student Questions: A Classroom Asset Lyddon, Creating the Conditions for Real Communication		Anderson, Creating Confident Creative Conversationalists			Freiermuth, Reading Strategies of Japanese EFL/ESP Students
902	Wheeler, Putting Down the Pen Frank, Making the Most of Dialogue Practice		Goshi, Fairness in Institutional English Language Testing Henry, Construction of a Communicative Language Test		Sheehan, Implementing a Peer Observation Program Balint, Self- and Peer-Evaluation of Group Discussion Era, Do students WANT to revise their essays? Bussaer, Teaching Students How To Evaluate Their Peers	
903	Nakayama, An Observation of Motivation in E-learning Clark, A Motivation Study of English Majors in Japan Tanaka, Motivation-oriented Carriculum Design for College		Gilmour, How to Organise a Successful Overseas Study Tour		Lambert, Listening Comprehension Course Design Ware, Developing Ss' Listening using eBook Technologies	
904	Bowie, Get Students to Communicate with "Get Real!"	Ueda, Gains on both sides: JSL & the primary curriculum	Lamond, Integrating 5 Skills for Confident Communication	Cates, Global Issues SIG AGM (Annual General Meeting)	Habbick, Passport to Work: A Classic Goes to the Office	Willey, The Conversation Class: A Class or a Conversation?
905	Julien, Incidental Vocabulary Acquisition Through Reading Numoto, A Vocabulary Flood? What Vocabulary and How?	Williams, Japanese Students Abroad: who are their friends?	Kim, Non-native teachers' perception on teaching English Shibuya, Periphery Speaker of English Teachers in Japan		Beebe, Teaching a Course on English for Music Lovers	Ushimaru, Humor Helps
906	Moore, Learner variation in task-based learning		Vanijdee, Strategyuse patterns in distance language learning Beatty, Changing paradigms in WWW language learning		Volker, Teaching Global Culture Hodge, Food culture and intercultural communication	Mhlauli, How Do We Reverse Language Shift?
907	Ito, A Correlational Study of L1 and L2 Essay Writing Stapleton, L1 and L2 Writers' Views on the Use of Voice	Beamer, Student needs and expectations in an IEP	Mizuki, Developing Autonomy in the Classroom Tanabe, Are Japanese EFL learners becoming autonomous?		Johnson, College Students' Motivation/Demotivation Miyazato, Learners' Psychology in Native Speakers' Classes	
908	O'Neil, Grammar for the 21st Century	Cunningham, Collaborative Newsletter Projects Ryan, 65 Ways to Use a Digital Projector			Arenson, Activism in the Language Learning Classroom Martens, Engaged Pedagogy in Japan	
909				Long, Language Teacher Meeting		
910					Warner, Treasurer's meeting	
1001-1	Helgesen, Firsthand User's Session Let's talk		Helgesen, Designing 'out of the box' listening activities		Sandy, Rethinking Exercises, Activities and Tasks	Weaver, Fostering international exchange in EFL classrooms
1001-2	Bidwell, Teaching autonomy: exploring the paradox Deacon, Language Learning Histories: Reaffirming ourselves		Rost, Listening tasks and language acquisition		Reynolds, Investments for Troubled Times	
1002	Pauly, What is this Blind Student Doing in My Class?!	Odate, Categorization and basic level effects of L2	Sato, Teacher and Student Learning in the Workplace		Benoit, Free composition practice using CriterionSM Zemach, Teaching Process Writing in Academic Contexts	
1003	Balsamo, International Email Exchanges Tubby, Business Email Project: Empowering Students		Gershon, Give Your Students an Upgrade!		Shrader, Organizing a reflective practice mini-course, 1:15-2:35, 1003 Muncil, Uncle Tom's Quick Bread-15 minutes To Development	
Wind Hall	Benson, Teachers' and learners' perspectives on autonomy		Graham-Marr, Teaching Listening and Speaking: A Top-Up Approach		Tonks, A New Landmark in Listening Tests	Schmidt, Extensive Reading
1101	Small, Global Education Through Narrative. Nakagawa, Creative works for global issues discussion Haynes, From Classroom to Campus to Community				Lucantonio, Using Genre to Teach Casual Conversation Kenny, Teaching pragmatics & stuff in ESL oral classes Sasaki, Pragmatic transfer with regard to residence abroad Rinnert, Variation in complaint strategies in four regions Kondo, Raising pragmatic awareness in the EFL clasaroom Blight, Cultural Meanings and Conversational Implicature	
1202	Hall, Basic Business Writing through Business Simulation	Delahunty, Task-based Business Communicative Activities Bauman, Talking Business in the University Classroom			Stegemann, TEACHERS LEADING TEACHERS Stroupe, Participatory management in curricular developme MacLellan, Treading the shifting sands of 21st C universities Poole, The Hunt is on: The Japanese Teaching Market	
910					Treasurers Meeting	

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Saturday 23rd Waves Of the Future

2:45-3:30	3:40-4:05	Free	4:35-5:20	5:30-5:55	
or Very Young Learners World with Folkdances		Free	Cossu, Is your ship on course? MacKay, Age-appropriate English Adventures for Children		Hoho
Burkitt, Using Drama Activities in the Elementary Classroom	Kunimoto, The acquisition of Japanese and English items	Free	Toyama, Teaching Children SIG Swap Meet		B-1
Furmanovsky, Early Education Materials and the Bicultural Child	Carlson, Billterate Kids: Bridging the Child-Computer Gap	Free	Onoe, Chomskyan vs Cognitive Approach: Fact or Fiction? SHIMAMOTO, How Do Bilingual Learners Think While Speaking?	BILINGUAL SIG AGM	B-2
		Free			B-3
Reinelt, The German Workshop: Waves of L3 German		Free			Chu Hall
Daniels, Online Course Content: A Simple Process? Deacon, Shifting Waves: Perceived Value Enhancement in EFL		Free		CALL SIG AGM	AV Hall
Royce, Unpacking Visual Meanings for the LL Classroom		Free	Hunter, Language Learning and Student Digital Videos Murphey, JFL & EFL Videoing of Student Conversations		Koryu
		Free			Tenjin
McNeill, Statistical properties of student writing Redfield, Is Gender a Variable in Content-Based Achievement?	Thrasher, What is technical Eng. and how is it to be tested	Free	Small, Talking about Issues that Matter Hronopoulos, ACTIVATE YOUR LEARNERS WITH ACTIVISM		901
		Free	Teweles, Asian-American Literature and the EFL Classroom Shi, Teaching Asian Cultures in EAP		902
Critchley, The role of Japanese in communicative ELT Mark, Japanese Learner English: A Powerful New Resource		Free	Cole, A karaoke video: using multimedia effectively. Mori, Creating Student Projects		903
Sell, Updated audio-lingual teaching Furlow, Authenticity of and for the Learner		Free	Bayley, What Makes a Good Grammar Teacher?	TESTING SIG AGM	904
Yamanaka, Impact Values: Critical Thinking and Real Debate	McGuire, Integrating English and Art Learning (and CALL)	Free	Bernstein, Three Approaches to Spoken Language Assessment		905
Sakoda, Participation Patterns in Games and Tasks Arase, 1+1=3? The Arithmetic of Materials Development		Free	Ross, Influences on L2 Writing: Entrance Exams Taniguchi, Case study of L2 writing development	Johnson, Flow in Second Language Acquisition	906
Bayley, Join the Club: Free Teacher Clubs at Oxford	Matsuda, Providing feedback using a mail magazine	Free			907
Tanaka, What do they think about gender-related words? Li, Tellable Tales	Nakamura, The Images of the Women Expressed in Textbooks	Free	Barry, Women's Issues in Japan	GALE SIG AGM	908
		Free	Wanner, SIG coordinators meeting		909
		Free			910
Sandy, Asking The Right Questions in Language Classes		Free	Jones, Help us to understand! We can't understand!		1001-1
Collins, Do you and have adaquate retirement provision in place?		Free	Noguchi, Test Your Kanji Aptitude with the Kanken		1001-2
Sakui, Why is managing the classroom difficult? Torbert, Managing very large classes		Free			1002
Shimizu, No Jargon, Just Ideas	Grimes-MacLellan, Situated Teaching: JHS English education in Japan	Free	Kenny, Getting low-level conversation students to talk!		1003
In Practice		Free	Croker, Folktales in Class: Students Becoming Storytellers Dare, Using Proverbs in Teaching Communicative English		Wind Hall
		Free			1101
nt		Free	Rink, Do Active Tasks Lead to Active Vocabulary? Mutoh, Learner Choice and Strategies in Vocabulary Study		1202
Ishida, Chapter Presidents Meeting		Free			910

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JALT2002 Block Schedule

	9:15	10:00-10:45	10:55-11:20	11:30-12:15	LUNCH	1:15-2:00
Rehe		MacKay, A Child Friendly and Interactive Learning Process	**Toyama, 26 Things Any EFL Teacher of Children Should Know**			**Steckler, DramaWorks**
B-1		Merner, Designing Lessons Based on Picture Books	**Hunt, The Yin and the Yang - Team Teaching made easy!**			Takahashi, Creating Su Readers with Scholastic
B-2		Shaw, Harry Potter, Resources and Activities	Causer, Bunko: community development of bilingualism	Rogers, Redefining Fun in the Classroom		Agawa, Communicative Teaching in a Company
Chu Hall	Bronner, Interdenominational Christian Worship Service	Graves, Drawing on Experience	Wanner, Sheltered Workshops: A Key to Self-Sufficiency	**EBM**	**OGM**	Rost, Bridging the Clas Walls with Leo
AV Hall			**Dias, The future of cell phones and language learning** **Pellowe, Keitai-Assisted Language Learning (KALL)**			**Wanner, Integrating CA**
Koryu		Widdowson, Language Study and Language Teacher Education	**Ogawa, Effective Preparation for the TOEIC in 5 steps** **Ashikawa, Strategies for TOEIC,**			Reinelt, Foreign Langua Teaching in the 21st Ce
901		**Burden, Paradoxes in and Attitudes to Learning** **Sonda, University Students' Attitudes to Languages**		Hongo, Nonverbal communication in interpreter training		**Trowhelle, A Radical Me** **Childs, Teaching stuck**
902		Paul, A new approach for Japanese intermediate students: 'Communication Strategies'	Bayne, Working Without a Net: Action Research into Textbook Rubrics	Lamond, Improve Reading Ability by Building ACTIVE Skills		**SAITO, Peace Studies a** **Haig, Critical Ecoliterac** **Takemoto, Global Educ**
903		**Dryden, Multiple Intelligences: Theory into Practice** **Macedo, Art and Descriptive Competence**		Watson, Birmingham and Sheffield Distance Learning		Allan, Three Easy Piece Crossing Cultures
904		**Rosengrave, Preparing for the computer-based TOEFL** **Ashikawa, The impact of the new TOEFL CBT on learners**		Jones, Motivating students to speak English in class		Vilina, American Headw Classic Goes to the Stat
905		**Porter, Using Movie Scripts from the Internet** **Snell, Movie Clips for Low Level Listeners**		Yamane, French Teachers' Workshop: New Perspectives		**Black, Self-Access Lang Learning in Japan** **Edwards, Self-Directed Study in 20 Minutes**
906		**Hansford, A Pattern for Expressing Opinions** **Nakamura, Debates Following the Study of Current Issues**		Pronko, Literature and Critical Thinking		Gallagher, Aston Unive Diploma/MSc in TESOL/
907			**Watanabe, Short Exercises through Structured Group Encounter** **Brown, Language Learning Orientation for College Students**			**Nakajima, The importa evaluation** **Hagino, Course Evaluat vs. Self Evaluation Forn**
908		Balderston, Select Readings: A Collaboration with Teachers		Bergman, Individualized, multi-level reading skill practice		Gershon, Tapping the S Desire to Learn
909						
910						Teaman, Global Issues Language Classroom
1001-1		Dashwood, A Self-Managed On-Line Support Program in EAP		Krishnamurthy, COBUILD Dictionaries: Language As Chunks, Not Word		**Sekigawa, Instructional** **Kamada, GAIJIN Social** **Kasper, Interviews as** **Fujimoto, Pragmatic re** **Mierzejewska, The use**
1001-2		Miyao, Designing a Computer-Enhanced Language Classroom	Ryan, Practical Digital Video in the Language Classroom	Ruthven-Stuart, Bridging the IT Gulf; a leap of faith or a step?	PronSIG AGM	**Makarova, Forming Pro** **Chretien, Enhancing Li** **Yoshida, Going native:** **Donald, Pause Prompt** **Romanko, A Communic**
1002		**Choi, Pop songs and motivation** **Brown, Using Song Lyrics in the Language Classroom**		Jamali, A Framework for Task Selection		**Chretien, Enhancing Li** **Yoshida, Going native:** **Donald, Pause Prompt** **Romanko, A Communic**
1003		Ogawa, Low-level proficiency, high-level thinking	Britto, Teaching about Plagiarism to Japanese Students	Delahunty, An Integrated Approach to Task-based Learning		Nagatomo, Making the Japanese ESL Textbook
Wind Hall		**Cates, Rainbow War: A Peace Education Video for EFL** **Yabuno, Using the internet to teach about the environment** **Tsukano, Appreciating UNESCO World Heritage through CALL**				Sorrentino, Plains, Loco and Karz: Vocabulary P
1101		**Hammond, Improving student oral presentations/Cullen, Presentations in the Technical English Classroom**		Long, Getting Published in JALT		Waring, Effective Strat Dictionary Skill Teachin
1202		Petrucione, Classroom Discipline: What Do Learners Think?	Hood, Critical Thinking Skills and the Writing Syllabus	Wilson, Computer Chat in the Language Classroom		Hill, Grading 'what to re grading 'how to read'

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Sunday 24th Waves Of the Future

2:10-2:35	2:45-3:30	3:40-4:05	Free	4:35-5:20	5:30-5:55	
hniques for oral English	Harrington, Listen Kids	Imori, Play and Learn! : Games Supporting All Learners	Free	Abe-Ford, Music as a Tool for Interactive Communication		R
	Toyama, Make English Time A Magic Time		Free	Ishida, Merry Christmas II		B
Daly, 9th Annual "My Share-Live!" Materials Swap Meet		MW AGM	Free			B
	Waring, The 'Dominoes' Effect		Free	**Grave plenary**		C
Curriculum			Free	Knight, Motivating Learners Through Pain and Pleasure Junge, TALK Learning System: Learner-Centered Learning		A
	Royce, The Teachers College MA in TESOL - Opening Vistas		Free			K
w theory boosts you out	Graham-Marr, Intensive Reading:Introducing Practical Readings 1	Oda, Student beliefs in different socio-economical cont	Free	Pattimore, Backwash from an Interactive English Test White, Extensive Speaking: Students Recording Homework		9
l in EFL Classes age Learning les for High School EFL		Menking, Communicative Approach, Post-secondary in Shimane	Free			9
	Hough, Critical Readings in Culture	Kowalski, Three Dimensions of Cultural Identity	Free	Asakawa, The Culture of Peace News Network for EFL Britten, The UN World Language Program: Future Prospects		9
Nakamura, Narrative Studies to Enhance Teacher Development			Free			9
Matikainen, Peer Review in a Collaborative EFL Classroom			Free	Strong, Tape-assisted Student Writing Conferences Fujioka, Teaching suggestions as part of writing activities		9
Shimo, Learners' Affect and Learning of Listening Skills	Moody, Boosting Students Confidence Lamond, Improving Conversation With Expressions		Free			9
	Tsujioka, Listening strategies: Does it help to teach them? O'Dowd, Evaluating Teaching Strategies Scattergood, Communication Strategies in Adult EFL Classes		Free			9
Hackshaw, Testing for reliability on a TOEIC listening test	Jones, A Communicative Approach to Business English		Free			9
Willis Aston Consultation						9
	Nix, Researching Learner Autonomy			Benson, Learner development: role of out-of-class learning		9
Pragmatic Development Critical Discourse Analyse fferent outcomesChristianson, "Help Me"--Adapting textbooks to teach pragmatics Kawate- request-refusal interactions YAMASHITA, Clinical Discourse between Dentist and Patient			Free	D'Angelo, The Coordinated Curriculum and Accountability		1
IG: 'Pronunciation Teaching, Testing, Material Design, ience uthentic reading w aid for poor ESL reader o Extensive Reading						1
ience uthentic reading w aid for poor ESL reader o Extensive Reading			Free			1
	Sweeney, Bridging the Gap: The Real World and the Classroom	Simpson, Conflicting Values: Reassessing Academic Literacy	Free			1
	Reinelt, A Wave of L3 Research and Practice	Reinelt, The OLE affiliate SIG AGM	Free			W
Barfield, Learner Constructs of Collocational Knowledge Wolter, The word association / proficiency test revisited Meara, Lexical Signatures in EFL writing Shillaw, Issues in the measurement of vocabulary size			Free	Fujita, Overcome "English Academic Writing!" Bevan, A Tale of Two Syllabi: Investing in Writing		1
Rude, Visualizing intonation/stress/rhythm intuitively?	Fudzikata, Using Movies and TV Programs for Learning English		Free	Dixon, Adapting Materials for the Web Eyles, Using www.english-to-go.com in the EFL classroom		1

Chapter in Your Life

edited by joyce cunningham & miyao mariko

This month, Bill Balsamo tells us about the FEELTA conference. The coeditors warmly encourage 800-word reports on chapters or SIGs in English, Japanese, or a combination of both.

FEELTA Conference in Blagoveshchensk, June 23-25

It was my third trip to Russia, my second to the Russian Far East, to attend the 4th FEELTA Conference in Blagoveshchensk. FEELTA (the Far East English Language Teachers' Association) chose this somewhat remote city for its fourth conference to reach out to more educators. Among language associations, FEELTA is a relative newcomer. It was established around ten years ago by a coterie of dedicated teachers in Vladivostok with the vision of extending their interests in education to English language teachers in the region. The task was formidable, hindered by their humble financial resources and a vast territory to cover. Indeed, the Russian Far East, if anything, is expansive. While other language organizations in Asia have experienced organizational problems in numbers and growth, FEELTA has enjoyed much success, fostered by both need and idealism.

Having been favorably impressed by the third conference in 2000 in Vladivostok, I was eager to participate in their fourth conference. Unlike two years ago when ten teachers from Japan attended, this year there were only three. This reduction was due mostly to problems of time. To attend the conference in Blagoveshchensk required ten days and necessitated taking off from work during a busy academic season. Transportation in the area, while comfortable, was nevertheless restrained by the lack of frequent flights and trains.

If the mood of FEELTA can be characterized by one adjective, I would choose enthusiastic. Teachers are eager to share and determined to succeed. Their excitement is contagious. This became immediately apparent to me upon arrival at the conference held in Amur State University. A high-voltage energy enkindled the atmosphere and there was a feeling that an important event was to unfold. Reporters from the media requested interviews from foreign guests and a TV panel discussion was arranged. Even more impressive was the eager openness of the Russian teachers to ideas from the outside, especially with regard to English education. It reminded me of the same mood which prevailed in China during the 70s as doors were flung open and barriers torn down to western culture and commerce. In many ways, the Russian Far East was an isolated region, closed to western ideas, tourism, and commerce. Although there had always been the individual tourist passing through, the realm of education was not as easy to penetrate. Today, it is very much a different society and the world of academia is presented with an exciting opportunity for growth and expansion. In most of Russia, English language teaching is considered a woman's profession. It is rare to see male teachers of English. Men usually instruct in math and the sciences. The methods of teaching used in Russia are traditional with heavy emphasis on grammar and translation, but the Russians are not by nature shy and English communicative skills among the young are spontaneous if not always grammatically correct. Russian English teachers, on the other hand, are quite proficient and their scholarship is quite complete, as witnessed by the high quality papers presented at the conference. Although the average Russian teacher earns a meager salary (by western standards), they are not denied the chance to travel. This opportunity is based upon many generous grants to conduct research in America and England. Amazingly, a good number of Russian university professors have studied abroad under the auspices of the Fulbright Foundation and local general grants. It is to the credit of the country that only the best are sent abroad.

The Russian Far East presents an interesting paradox not only for its own people but for the region as well. Although the culture is rooted in European traditions, the Russian Far East is bordered by Asian neighbors. The Chinese are the most obvious, flanking their southern border, and the waters off Vladivostok look out towards East Asian countries and the mysterious Orient. Seoul, Tokyo, and Bangkok are all closer than Paris, Rome, and London. This proximity gives the Russian Far East a special affinity to Asian cultures and defines it as a unique territory. It is not surprising, therefore, that FEELTA currently enjoys affiliation with JALT, KOTESOL, and Thai TESOL. These relationships will become all the more significant in 2004 when PAC5 (Pan Asian Conference) will be hosted by FEELTA in Vladivostok. Already the port of Vladivostok is going through cosmetic change as facades of old buildings are being restored to their former beauty. Vladivostok may have a European appearance but it rests in the heart of Asia and will present a unique venue for the PAC5 Conference.

Reported by William M. Balsamo
Himeji Chapter President

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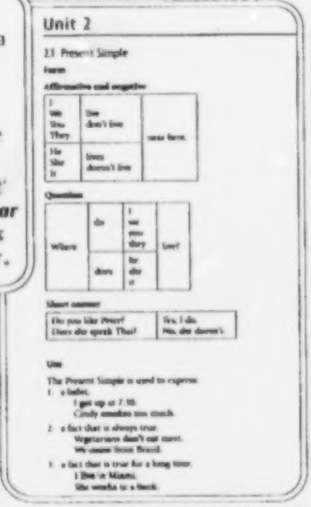

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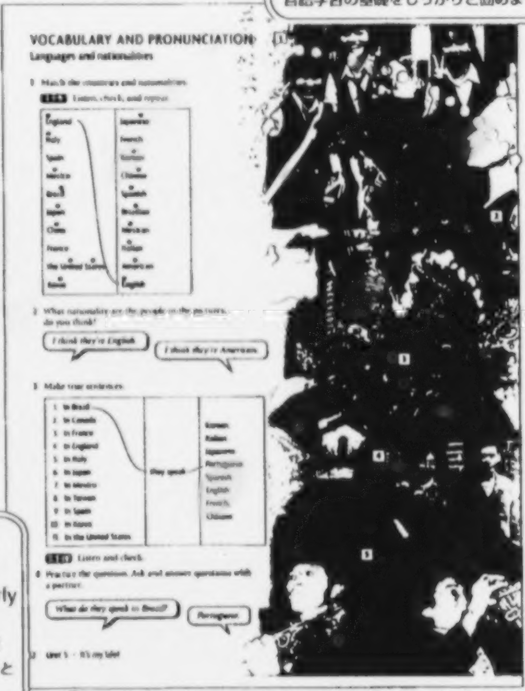

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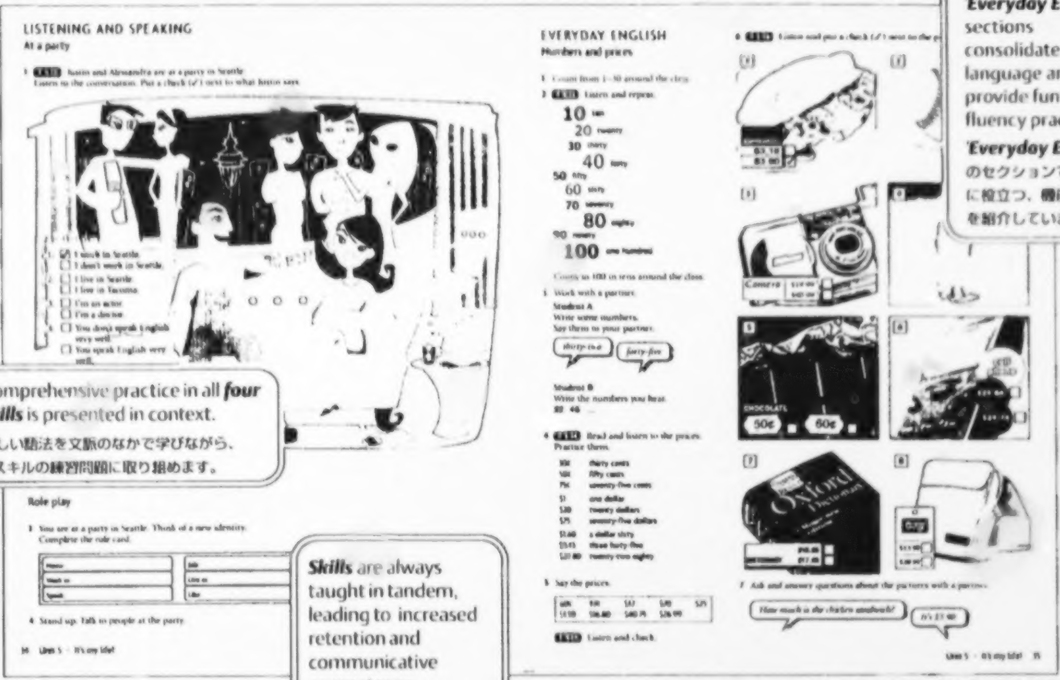

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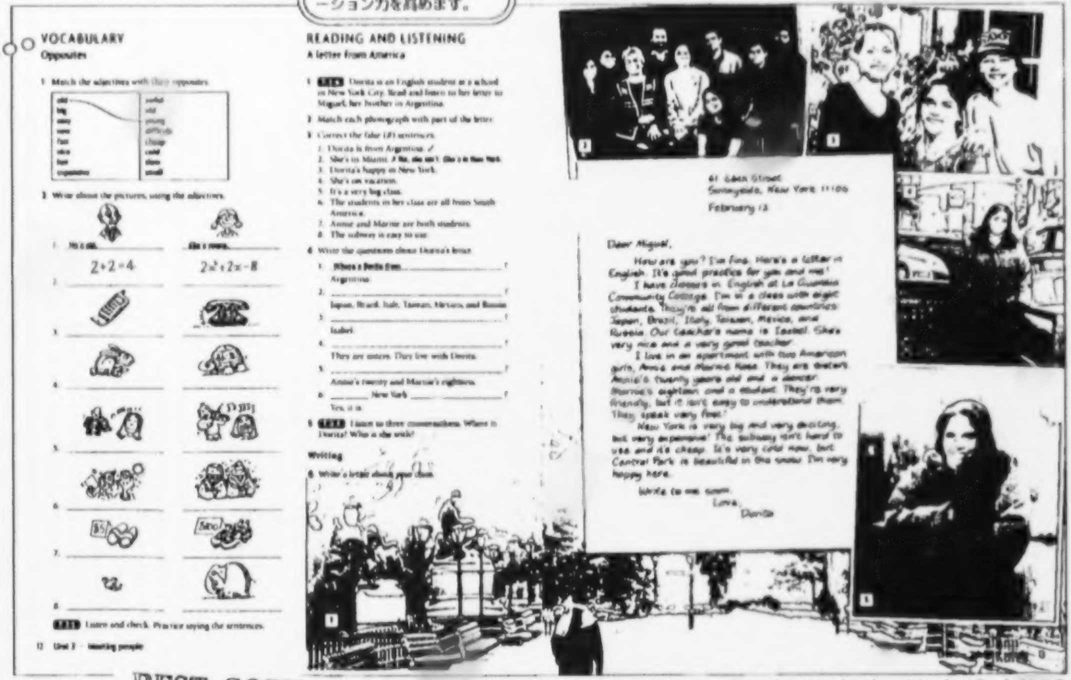

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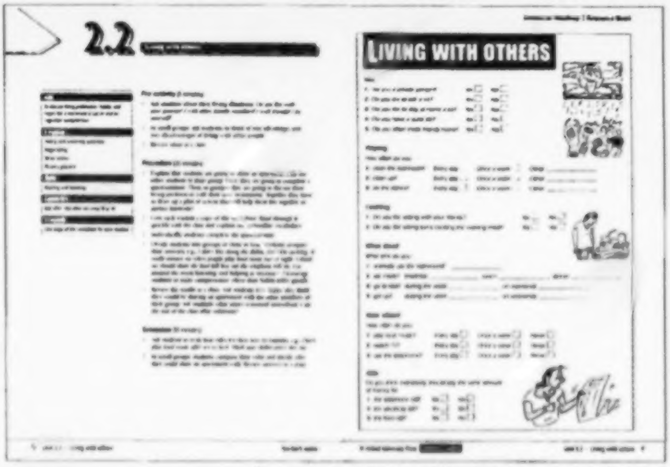

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How many students do you teach? ____________________
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529

Please select one of the following packs. Each pack includes: Student Book, Audio sampler; Brochure; and information on the *American Headway* 'Head to America' Contest.

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Words That Make a Really Nice Place to Live!

Rick Romanko, ***Tokyo University of Agriculture and Technology***
rromanko@hotmail.com

Quick Guide
Key Words: Vocabulary: noticing, negotiating, incorporating
Learner English Level: Intermediate
Learner Maturity Level: High school and university through to adults
Preparation Time: Minimal
Activity Time: Two to three class periods, depending on student level and class length
Materials: Pictures (from clipart, magazines, books, or hand drawn)

It is essential to build a large vocabulary when learning a foreign language. The following sequence of activities focuses on vocabulary encountered in a unit dealing with quality of life. It is a multi-skills lesson designed to provide students with opportunities to 1) direct their attention towards vocabulary, 2) negotiate the meaning of vocabulary with others, and 3) incorporate new vocabulary in a communicative speaking activity. With a few adjustments, this activity can also be used with lower level students.

What makes a nice place to live?

Step 1: Begin by writing the words *Quality of Life* on the board and draw a circle around it. This will be the anchor idea for a semantic map. Ask students, *Where is a good place to live in Japan?* When they answer, elicit their reasons. Write down their answers around the anchor idea.

Step 2: Explain that these features create a *good* quality of life. Then ask students to give you examples of things that cause a *bad* quality of life. In the end, you will have a map on your board similar to the one in Figure 1 (see Stahl and Vancil, 1986, for other ideas on building effective mind maps). Estimated time: 10 minutes.

Picture perfect?

Step 3: Have students form small groups of two or three students. Each student in the group should find a set of pictures representing some of the key words from the mind map and bring them to the following class. As a group, they should then make a picture version of the mind map. This will help reinforce connections between the target words and their meanings.

Many pictures can be obtained from the numerous clipart and picture gallery sites found online or the more traditional avenue of books and magazines. The teacher should prepare a general set of pictures for the initial class representing the words and ideas you hope to guide your students to produce during the map building stage (again, see Stahl and Vancil for ideas on building effective mind maps). Words for which pictures could not be found can be hand drawn by the students.

Estimated time: 10 minutes.

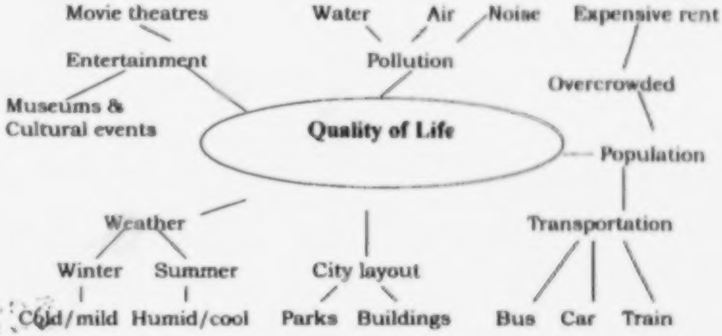

Figure 1. *A Quality of Life Mind Map*

My city is the best!

Step 4: Arrange students into new groups of three or four students and ask them to choose a Japanese city with which they are familiar. As a group, students brainstorm examples of their city's good and bad qualities on their own copy of the mind map. An example might be: *Tokyo's air is polluted because of the many buses, cars, and motorbikes.* Group work increases the chances that students will not be stumped and also gives students a chance to learn from each other. The teacher should also be circulating from group to group providing assistance when needed. Addressing the whole class about a word or connection that is causing difficulty can be helpful and productive. Estimated time: 20 minutes.

Your city has what? You should see mine.

Step 5: Form new groups of four so that every student becomes the representative of their previous group. Students compare and contrast the good and bad qualities of their cities. Stress to students that they should circle qualities that make their city better or worse than the others. In the end, each student will have a mind map that highlights the attractive and unattractive points unique to their city. Estimated time: 20 minutes (five minutes for each group's representative to present).

***Step 6**: Students then return to their original* group. Ask them to classify the characteristics of their city into two categories: distinctive good qualities and distinctive bad qualities. With the good qualities, students should list reasons why someone should move to their city. With the bad qualities, students should write down ideas on how each problem could be solved. The result is a plan to improve their city. Once again the teacher can address issues while wandering between the different groups. Each group should end up with a sales pitch as to why their city provides the best quality of life. Estimated time: 15-20 minutes (depends upon the student level).

Are you interested in moving to paradise?

Step 7: To close off the lesson, students circulate around the classroom convincing each other to move to their city. Their list of attractive qualities and the city improvement plan will provide students with lots to talk about. If they can successfully convince someone to move to their city, they should ask that student to write his or her name on their paper. This activity can easily be turned into a contest, with the different groups competing to get the largest number of students to move to their city (a small prize always adds a fun incentive). Asking students to read and then look up from their paper as they speak should discourage direct reading from their papers. This activity can also be made into a fluency activity by reducing the amount of time a student has to convince their partner (see Maurice, 1983 and Arevart and Nation, 1991, for a description of fluency building activities like 4/3/2). Estimated time: 15 minutes.

A final note

This activity can easily be adapted and used for other topics such as recommending books or movies. Depending on the level of your students, the timing of each step will also vary. Thus, for those who teach classes of less than ninety minutes, it is recommended that the activities be run over several consecutive classes. This will also allow lower level students the extra time they need and deserve in their attempts to attain a better *quality of life* in their English language classroom.

References

Arevart, S. and Nation, I. S. P. (1991). Fluency improvement in a second language. *RELC Journal 22*(1), 84-94.

Maurice, K. (1983). The fluency workshop. *TESOL Newsletter 8*, 83.

Stahl, Steven A. and Vancil, Sandra J. (1986). Discussion is what makes semantic maps work in vocabulary instruction. *The Reading Teacher 40*(1), 62-67.

A Quiz to Develop Student Awareness of English

Samuel P-H Sheu,
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Quick Guide
Key Words: Speaking, reading, collaboration, negotiation, presentation
Learner English Level: All levels
Learner Maturity Level: Junior high and above
Preparation Time: 10 minutes
Activity Time: 30 minutes or more
Materials: Copies of the handout in the appendix, an OHP transparency of the handout (optional).

Many students at the secondary level view English purely as an exam subject and are unaware of how English is used around the world or could be useful in their daily lives. This activity is designed to raise student awareness of English as an international language, promote student participation and collaboration, and provide a situation for communication, negotiation, and expression.

Preparation

Before the lesson, cover the figures marked on the text in the appendix (shown on the next page) with stickers/blanks, then photocopy the text. Alternatively, if an OHP is available make a transparency of the text and use the OHP throughout the activity.

Procedure

Step 1: Divide the students into groups of five or less. This ensures that every student has at least one chance to present his/her group's answer in the quiz activity.

Step 2: Ask students to think about how English is used internationally. Give each group one copy of the handout and ask them to work together to guess what the number is for each covered answer.

Step 3: Explain that in this game, a correct answer gets three points, any answer within 10% gets 2 points, and any answer within 20% gets 1 point. The group who finishes with the most points is the winner.

Step 4: After 10 minutes, invite the groups one by one to report their figures and write them down in the spaces 1 to 6 on the handout/OHP. A student from each group can then share the reason for their answer with the whole class so everyone has a chance to speak. Finally, give the students the answers and discuss them.

Appendix

What percentage of people use English worldwide?

(Information taken from Crystal 1997:78-112)

1. International organizations:

Europe: 99 %

①___ ②___ ③___ ④___ ⑤___ ⑥___.

Asia/The Pacific: 90 %

①___ ②___ ③___ ④___ ⑤___ ⑥___

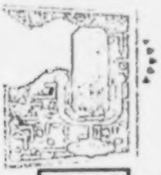
2. Travel trade:

over $ 50,000 million/a year.

①___ ②___ ③___ ④___ ⑤___ ⑥___

3. Broadcasting:

Broadcasting:



over 10,000 radio stations.

①___ ②___ ③___

④___ ⑤___ ⑥___

Motion pictures:

80 % of movies.

①___ ②___ ③___

④___ ⑤___ ⑥___

Popular music:

95 % singers.

①___ ②___ ③___

④___ ⑤___ ⑥___

4. Education:

English Language Teaching: over 109 countries.

①___ ②___ ③___ ④___ ⑤___ ⑥___

Learning English: over 1,000 million people.

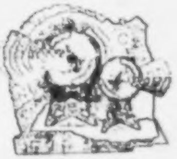
①___ ②___ ③___ ④___ ⑤___ ⑥___.

5. Communication:

Mail: 40 %

①___ ②___ ③___

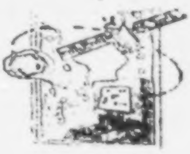
④___ ⑤___ ⑥___



Telecom: 80 %

①___ ②___ ③___

④___ ⑤___ ⑥___



Internet/Email: 80%

①___ ②___ ③___

④___ ⑤___ ⑥___

Step 5: At the end of the task, tally the points for each group and announce the winners. Small prizes can be awarded to the members of the winning group if desired.

Conclusion

This activity involves communication, collaboration, negotiation, and expression. Additionally, it helps the students move from passive learning (waiting to be taught) to active learning (being responsible for their own learning). Another important feature is that it promotes student awareness of the worldwide use of English, and as a result, their perceptions of learning English can change from *English-as-a-school-subject* to *English-as-a-daily-tool*. This quiz activity can also be adapted to other practice other skills such as listening.

It's No Secret How to Keep Them Talking!

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Quick Guide

Key Words: Vocabulary, quiz, free conversation
Learner English Level: Beginner to advanced
Learner Maturity Level: Junior high school and above
Preparation Time: None
Activity Time: 10-20 min.
Materials: Small prizes (optional)

Although games in the language classroom are rejected by some instructors as frivolous, many educators consider them an indispensable tool for effectively practicing language structures. Even the more rigidly academic instructors are often surprised at the effectiveness of simple games such as *Find Someone Who*. The following suggestion turns free conversation into a game with prizes and is a fun way of generating enthusiasm, while keeping students on task and in the target language.

In an old television show featuring Groucho Marx, contestants would be interviewed and if they happened to say a certain pre-determined secret word during the time limit, a buzzer would sound and a rubber duck would fall from the ceiling revealing the word. They would then win a small prize such as $50.

The basic principles of this idea can be applied quite effectively in a language conversation class of 20-25 students and works best in free conversation periods based on previously studied topics.

Step 1: Most basic conversation textbooks cover subjects such as personal information, occupations, and free time. The students do pair and group work on a topic for part of two class periods and in the third class they are expected to have a free group conversation about the topic.

Step 2: Divide the class into conversational groups of three to five students and select some students to act as listeners. The listeners for the first topic can be chosen because their English is good, while students who have already won a prize become listeners for later sessions.

Step 3: Take the listeners aside and tell them the secret word. Then, assign one student to each conversation group and instruct them not to enter into the conversation. Their job is to listen for the secret word and announce to the class when it has been used. They should not reveal the word, however, so that conversations may continue.

Step 4: The teacher can walk around the room listening in on one or two conversations simultaneously. When conversations or enthusiasm start to flag, the teacher announces the word and gives prizes to the winners.

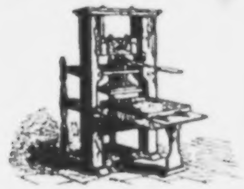
The secret word should not be one of the listed vocabulary words for the topic so has not been overtly studied. Rather, it should be a word that could naturally come up in any casual conversation about the topic and should be known by most students.

I usually have a bag of small prizes such as candy or items bought at a ¥100 shop, from which winners can choose. At special holiday times such as Halloween and Christmas, it is also fun if prizes are seasonally related. I've never had more than two winners on any given day and there may be none at all.

This activity keeps students on task and using English. If they divert from the topic or speak Japanese, they know they have no hope of winning. Some students don't seem to care about the prizes, but love to be the one who says the secret word. The presence of listeners, who are not language police, reduces stress and pressure on the students. The only real problem seems to be that listeners are often desperate to join the conversation but are forbidden to do so!

Off the Presses

edited by mark zeid



Advertising Feature

Building Communities in Online Learning Environments—Longman English Success

Longman ELT wants to thank *The Language Teacher* for this opportunity to present an exciting cutting-edge project being promoted worldwide called *Longman English Success* (LES). This article is by Sherry Preiss, the LES vice president for curriculum development. Sherry was a presenter and consultant for Longman before taking up her current post. She is also one of the authors of *North Star*. In the article, she explores how to build a community in an online learning environment.

In language learning, educators use communicative activities, cooperative learning, and collaborative projects to foster student-student interaction. This facilitates the development of a community of learners who teach and learn from each other.

The need for community in online learning is no different from that in the traditional classroom. In fact, it is even stronger when students are not face to face. Research (Sherry 1996) shows that when students have difficulty working independently, "frequent, supportive teacher-student interaction and student-student networking take on increased importance [in] facilitating the learning process."

In online learning, students need responses from each other to help close the space/time gap created by working separately. They need to know their voices are heard and that contact with others is fun and meaningful. The community may look different because communication is written rather than oral, but it serves the same purpose—to stimulate language learning and offer support in the process. Because the method of communication is different, online educators have developed new ways to build online communities.

The key to creating a community online is the instructor, who plays a critical role in setting up the atmosphere and pace of the online course. Research (Sherry 1996) shows more distance education students completed their courses when the teacher was involved. Just as in the traditional classroom, online teachers must be able to set up and maintain a productive learning environment for students. This will happen if they organize activities, facilitate communication, and maintain a presence on the site. From the inception of the class, students must know what is expected of them, especially as members of an online community. A syllabus that structures learning gives learners a sense of security and allows them to direct their studies.

Additionally, the instructor should do the following:

Take care of administrative issues, such as providing a clear syllabus with explicit learning objectives.

Establish clear participation guidelines.

Clearly explain how to participate.

Make explicit the importance of community and the instructor's expectations of the participants' role in its development.

Let participants know how much time they will be expected to commit to the course.

Identify how participants will be evaluated both on coursework and course participation.

Update the participants' knowledge of "netiquette."

It is vital to remember that computer technology is not replacing the teacher, but it can place the teacher in the position of a facilitator rather than a lecturer. The traditional role of a teacher is the "information transmitter," but in an online setting the role is the facilitator who arranges meaningful learner-centered experiences.

The "guide" can maximize the learning experience in the following ways:

Set up tasks that require students to collaborate in pairs or small groups in the chat room and the discussion board area.

Maintain an active and lively environment: log on often and respond quickly to keep the momentum going.

Make connections between what one person said/did and what another is saying/doing.

Encourage the emergence of leadership, initiative, and creativity.

Give lots of feedback, both for the group and for individuals.

Weave the threads of discussion; connect the ideas posted by students.

Turn more and more over to the students as the course progresses.

Allow students to resolve their own conflicts. Step in only when they need help.

At the end of the course, take the opportunity to reflect on the online learning process:

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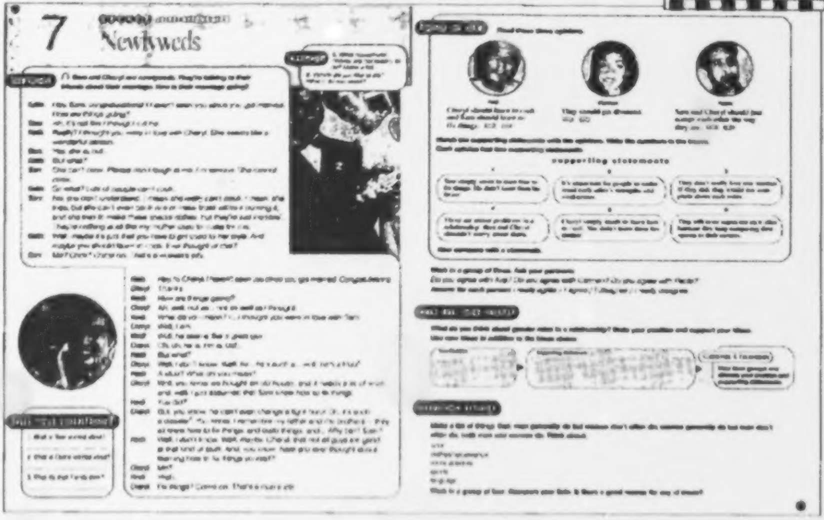


Warm up activities

Natural recordings

Sample opinions

Pair and group activities

Contents

Values of People

1. Pierced
2. TV or Not TV?
3. Beautiful Man
4. Cosmetic Surgery
5. I Can't Say No
6. Embrassing Mother!

Values in Relationships

7. Newlywods
8. Stanley in Love
9. Always Late!
10. The Computer Nut
11. A Secret Romance
12. Staying Together

Values in the Workplace

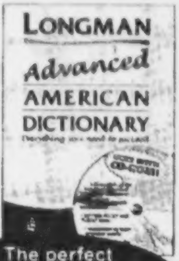
13. Shen's Boss
14. Naomi's Dilemma
15. Drinking Workers
16. Dress for Success
17. A Chocolate Lover's Nightmare
18. Career Choice

Values in the Family

19. Following Him
20. A Mother's Worry
21. A Good Parent
22. Losing Touch
23. A Daughter's Decision
24. Whose Child?

Values in Society

25. Saving Mother Earth
26. Aging Parent
27. Can War Make Peace?
28. Do Animals Have Rights?
29. A Way to Escape
30. Adult Children



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Ask students what they learned in the course and, in particular, from each other.

Ask students to evaluate their participation in the online community.

Sum up any discussions that are going on in the discussion board area.

Tell students what you have learned from them.

Thank everyone for his or her participation.

The role of the teacher is critical in building a community in online learning. Teachers need to clarify goals and expectations for students, maintain an active presence on the site, and facilitate learner-learner interaction with structured activities. When that happens, an online community will flourish—as will the learning process.

If you are interested in taking a closer look at *Longman English Success*, a suite of state-of-the-art online courses, visit us at <www.englishsuccess.com>. You can also contact us directly at 03-3365-9002 or email <elt@pearsoned.co.jp>.

References

Sherry, L. (1996). "Issues in Distance Learning." *International Journal of Educational Telecommunications, 1*(4), 337-365.

Department

Book Reviews

edited by amanda obrien

Quick Placement Test: 50-use CD ROM Pack. University of Cambridge: Local Examinations Syndicate. Oxford: Oxford University Press, 2001. ¥4,000. ISBN: 0-19-453583-5.
Quick Placement Test: Paper and Pen Test. University of Cambridge: Local Examinations Syndicate. Oxford: Oxford University Press, 2001. ¥6,800. ISBN: 0-19-453579-7.

The *Quick Placement Test* (QPT) is affordable and easy to administer, and it comes in two formats: a computer-based test (CBT), and a paper and pen test (PPT). It looks appealing and has its strengths, but it has weaknesses, too.

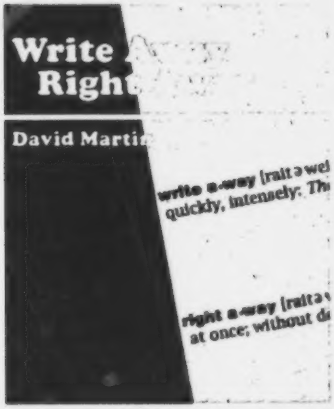
The CBT (PC only) assesses listening, reading, grammar, and vocabulary. It uses computer-adaptive testing, which homes in on a student's level. Test items are graded by difficulty, and students start with a mid-level item. If a student gets an item correct, the next question is harder; if the student gets it wrong, the next item is easier. Consequently, students do not waste time on items too easy or too difficult. The test should take only 15-20 minutes to administer (there is no time limit), and scores are given immediately. Spoken instructions are available in English, Japanese, and six European languages. The CBT now may be purchased in 250- and 1,000-use packages that cost ¥8,000 and ¥30,000 respectively, making it extremely cost effective. The CBT can be installed on a single machine or on a server for multiple users.

The PPT assesses only reading, grammar, and vocabulary—there is no listening test, so it is of little value for oral communication courses. The PPT comes in two photocopiable versions with transparent overlays that make marking these multiple-choice tests easy. There are three types of questions: notice/sign identifications, cloze passages, and sentence completions. Each version has two sections: a forty-item section all students take and a more difficult twenty-item section for advanced students. The PPT takes 30 minutes to administer. The user manual gives guidance to test administrators on how to decide whether to give one or both sections.

LE

The QPT only gives overall scores—there are no sub-scores for vocabulary, grammar, reading, and listening. Scores for the CBT are on a 100-point scale, and the PPT scores are on a 40- or 60-point scale depending on whether students complete one or both sections. Scores for the tests are matched with scales from the ALTE (Association of Language Testers in Europe), Council of Europe, and Cambridge Examinations. No comparisons are made with the Eiken, TOEFL, and TOEIC tests, and no textbooks or syllabi are suggested.

Write Away Right Away



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There are four problems with the tests. First, the user manual states, "institutions will need to find the best way to interpret QPT scores meaningfully against their own levels systems, syllabus frameworks, class/year-group organisation, teaching materials and other assessment procedures" (p. 4, PPT). Institutions with these program components already in place do not need a placement test that only provides a vague overall score. They need a test that helps them meet the specific goals and objectives of their programs (for more on this topic, see Culligan and Gorsuch, 1999). For institutions without these components, the overall scores provide no guidance. A second problem is that many Japanese students are not familiar with the British English used in these tests. The tests are probably better suited for the European market. Third, UCLES states in its user manuals that the tests were "validated in 20 countries by more than 5,000 students" (p. 14, PPT) and claims that the tests are reliable, yet it fails to report a reliability coefficient for any version of the test. Finally, UCLES does not report the correlation between the two versions of the PPT (they do report a correlation coefficient of .87 between the CBT and PPT).

I used the first section of the two versions of the PPT with my first-year university students from Japan, China, and South Korea. Ten took version one (J=2, C=7, K=1); seventeen took version two (J=16, C=1). As advertised, it was quick and easy to administer and mark, but the overall scores provided no guidance for instruction because they did not specifically identify my students' vocabulary, grammar, and reading levels. Regarding statistics, the reliability coefficients (Cronbach Alpha) I found for the tests were .82 (version 1) and .73 (version 2), which I consider somewhat low. Short tests such as the QPT tend to produce reliability coefficients lower than those produced by longer tests (Brown, 1996), but both coefficients are of little value considering the small number of students I tested. I have no correlation coefficient to report because I gave each student only one version of the test. My objective was to quickly assess the levels of my new students, not conduct research for UCLES.

As for the CBT, installing and using it was simple. I used it on a single machine for testing students entering courses late. Installing the program on a server is the best way to test many students quickly for those with access to such facilities. The CBT's listening section is a desirable feature, but without a listening subscore it is not very helpful.

Both formats of the QPT are affordable and easy to administer. All versions of the tests may be highly reliable and the two versions of the PPT may correlate well, but UCLES's decision to withhold its data casts doubt on the value of the tests. Teachers who are seriously concerned about reliability and correlation coefficients and who want a placement test related to the goals and objectives of their programs should probably develop their own placement tests.

Reviewed by Paul Westrick
Hagi International University

References

Brown, J. D. (1996). *Testing in language programs*. Upper Saddle River, New Jersey: Prentice Hall Regents.

Culligan, B. & Gorsuch, G. (1999). Using a commercially produced proficiency test in a one-year core EFL curriculum in Japan for placement purposes. *JALT Journal, 21*(1), 7-28.

JALT News

edited by mary christianson

Over the next few weeks, we'll be unpacking our sweaters and enjoying the cool air, bright autumn leaves, and the healthy and wholesome opportunities for professional development that JALT offers. This month don't miss Kyoto JALT's conference "Using IT to Improve Language Teaching" on Saturday, October 26th. Also, don't forget to vote in the National Officer Elections! NEC Chair Edward Haig gives us more details below. Last but not least, the annual national conference "JALT2002: Waves of the Future" is only a few weeks away (November 23-24). Learn more here about the "My Share—Live!" Materials Swap Meet sponsored by the Materials Writers SIG. See you in November!

2002年JALT京都支部年次大会の案内

日時: 10月26日(土) 9:30-6:30

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テーマ: ITを利用した語学教育の改善

ホームページ: 〈ilc2.doshisha.ac.jp/users/kkitao/organi/kyoto/Conference/j/〉

講演・デモンストレーション

Finding and Evaluating Internet Resources: Teaching Students to Use the Internet Effectively—S. Kathleen Kitao (Doshisha Women's College)

The Internet TESL Journal's Things for ESL Teachers and Activities for ESL Students—Charles Kelly (Aichi Institute of Technology)

インターネットおすすめサイト—北尾謙治 (同志社大学)

Re-Examining "Self Access"—Thomas N. Robb (Kyoto Sangyo University)

以上の他北米、欧州、全国から27の発表。

出版物の交換会：当日は論文の抜刷など関連の出版物の交換会もいたします。御持参ください。

抽選会：大会の最後に語学教育関係者に役立つ景品を抽選で差し上

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参加費

10月10日まで: JALT会員 ￥1,500: JALT 非会員 ￥2,000: 学生 ￥1,500。10月10日までは、以下の郵便振替口座に送金することにより登録できます。

郵便口座番号00940-1-175792 口座名：Kyoto JALT

10月10日以降: JALT会員 ￥2,000: JALT 非会員 ￥2,500: 学生 ￥2,000。10月10日以降は、会場でお支払いください。

問い合わせ: 永野友雅 "Tomonori Nagano" ⟨tn305@nyu.edu⟩; Paul Hackshaw ⟨hackshaw@hiei.kit.ac.jp⟩

Kyoto JALT's 2002 Annual Conference

Kyoto JALT will hold its Annual Conference on October 26, 2002. The theme of the conference will be "Using IT to Improve Language Teaching." Full details available in English at the website at <ilc2.doshisha.ac.jp/users/kkitao/organi/kyoto/conference/>.

This conference is for both experienced and inexperienced IT teachers looking for ideas on how to better utilize information technology in their classrooms. There will be four invited keynote speakers—Charles Kelly, Kitao Kenji, Kathi Kitao, and Tom Robb—speaking on various aspects of using the Internet and IT. A total of 31 presentations will be given by speakers from North America, Europe, and many parts of Japan, with 17 presentations in English and 14 in Japanese.

For information about getting to the conference, please visit the website at <www.doshisha.ac.jp/english/univer/traffic/index.html> or contact Program Chair Paul Hackshaw by telephone or fax: +81-75-724-7291; or email <hackshaw@hiei.kit.ac.jp>.

JALT 2002 National Officer Elections & Prize Draw

Voting for this year's National Officer Elections began on September 4th and will continue until October 24th. Details of the election, information about the candidates and a ballot card were included in the September issue of *The Language Teacher* and all JALT members in good standing may vote. As Chair of the Nominations and Elections Committee I would like to encourage all eligible members who have not already done so to read the candidate information, then fill in and return the ballot card. Remember that by voting you will become eligible for the Prize Draw with the chance to win one of several fabulous prizes. See JALT website for details: <http://www.jalt.org>.

JALT 全国役員選挙及び賞品抽選会

今年の全国役員選挙は９月４日から１０月２４日まで行われます。選挙の詳細に関しましては*The Language Teacher* の９月号に記載されており、メンバーシップを納金されている方すべてに投票資格があります。私は選挙管理委員会長の立場から、すでにご返信くださいました以外の方に、下記に挙げてあります立候補者の詳細を投票資格保持者の方々にご高覧をいただき、公式投票用紙ご記入後、ご返信をお願い致したく思います。今年の選挙は賞品抽選会もあります。投票用紙をご記入しご返信くださった方々の名前を募り、抽選で選ばれた方にはすばらしい賞品がご用意されております。詳しくはＪＡＬＴ　のウェブサイトをご覧下さい。(⟨http://www.jalt.org⟩)

Submitted by Edward Haig, 2002 NEC Chair

Materials Swap Meet at JALT 2002 in Shizuoka

The "My Share—Live!" Materials Swap Meet will be going on again this year at JALT2002 in Shizuoka. Bring 50 copies of an original lesson or activity to the Materials Writers SIG table anytime before the swap meet, and you'll get a ticket that allows you to take home a copy of each of the materials your fellow conference-goers submit. For more info, contact MW SIG Programs Chair John Daly at <john-d@sano-c.ac.jp>.

Special Interest Groups News

edited by coleman south

Bilingualism SIG—At JALT 2002, look for the Bilingualism SIG's two newest publications: Vol. 8 of the *Japan Journal of Multilingualism and Multiculturalism*, and a monograph entitled *The ABC's of Bilingualism*. We will also have back issues of our journals and monographs for sale.

Pragmatics—On February 16, 2003, the Pragmatics SIG is planning to cosponsor the ***Temple University Applied Linguistics Colloquium***. Anyone who would like to report on their completed research or on a work in progress on pragmatics or any other area of applied linguistics should submit the following: 1) a cover page with the title of the paper and name/s of authors with their affiliation, telephone, fax, regular, and email addresses; 2) a 50-word summary (indicate whether it is completed research or a work in progress); and 3) an anonymous 150-word abstract. Please send the above as an attachment using Word or RTF to <tuj-linguistics-conf@tuj.ac.jp>. The deadline is December 10, 2002. For further information, contact Megumi Kawate-Mierzejewska at <mierze@tuj.ac.jp>. You do not have to be a member of the Pragmatics SIG or affiliated with Temple University to participate. For information on joining the Pragmatics SIG, contact Membership Co-chairs (see Contact List below). Also see <http://groups.yahoo.com/group/jaltpragsig>.

Teacher Education—Kathleen Graves will be will be one of the featured speakers at the national JALT conference in Shizuoka this November. She is being jointly sponsored by Thomson Learning, the School for International Training (SIT, in Brattleboro, Vermont, USA) and the TE SIG. Graves has been a member of the SIT faculty since 1982, and she teaches courses in language teaching methodology, applied linguistics, and curriculum design. She has authored and coauthored numerous textbooks, as well as two books on language curriculum and course design. One of her books, *Designing Language Courses: A Guide for Teachers*, is part of the popular "Teacher Source Series" published by Heinle & Heinle, a division of Thomson Learning. A former chair of the TESOL Publications Committee, she consults internationally on language curriculum design and teacher education.

SIG Contacts

edited by coleman south

Bilingualism—Peter Gray; t/f: 011-897-9891(h); <pag@sapporo.email.ne.jp>; <www.kagawa-jc.ac.jp/~steve_mc/jaltbsig>

College and University Educators—Alan Mackenzie; t/f: 03-3757-7008(h); <asm@typhoon.co.jp>

Computer-Assisted Language Learning—Timothy Gutierrez; t: 0823-21-4771; <timothygutierrez@yahoo.com>; <jaltcall.org/conferences/call2002>.

Foreign Language Literacy (Currently requesting to be disbanded or merged with another SIG)—David Dycus (temporary coordinator); <dcdycus@asu.aasa.ac.jp>

Gender Awareness in Language Education—Jane Nakagawa; t: 0293 43 1755; <janenakagawa@yahoo.com>; <members.tripod.co.jp/gender_lang_ed>

Global Issues in Language Education—Kip A. Cates; t/f: 0857-31-5650(w); <kcates@fed.tottori-u.ac.jp>; <www.jalt.org/global>

Japanese as a Second Language—Nitoguri Shin; <nitoguri@isec.u-gakugei.ac.jp>

Junior and Senior High School—William Matheny; t: 052-262-0585; <pxq00730@nifty.ne.jp>

Learner Development—Steve Brown t: 0727-23-5854(w), f: 0727-21-1323(w); <brown@Assumption.ac.jp>; Usuki Miyuki; <m-usuki@hokuriku-u.ac.jp>; <www.miyazaki-mu.ac.jp/~hnicholl>

Material Writers—James Swan; t/f: 0742-41-9576(w); <swan@daibutsu.nara-u.ac.jp>; <www.jalt.org/mwsig>

Other Language Educators—Rudolf Reinelt; t/f: 089-927-6293(h); t/f: 089-927-9359(w); <reinelt@ll.ehime-u.ac.jp>

PALE—Edward Haig; f: 052-789-4789(w); <haig@lang.nagoya-u.ac.jp>; Michael H. Fox; <thefox@humans-kc.hyogo-dai.ac.jp; <www.voicenet.co.jp/~davald/PALEJournals.html>

Pragmatics—Yamashita Sayoko; t/f: 03-5283-5861; <yama@tmd.ac.jp>; Kite Yuri; <ykite@gol.com>; Bill Hogue; <whogue@almuni.indiana.edu>; <groups.yahoo.com/group/jaltpragsig>

Teacher Education—Miriam Black; t: 096-339-1952(h); 096-343-1600(w); <miriamblacktesig@yahoo.com>

Teaching Children—Aleda Krause; t/f: 048-787-3342; <aleda@tba.t-com.ne.jp>

Testing and Evaluation—Tim Newfields; t/f: 052-861-2465(h); <testsig@jalt.org>; <www.jalt.org/test>

Video (Currently requesting to be disbanded or merged with another SIG)—Daniel Walsh; t/f: 0722-99-5127(h); 0722-65-7000(w); <walsh@hagoromo.ac.jp>; <www.jalt.org/video>

Forming SIGs

Eikaiwa—Duane Flowers; t/f: 0736-36-2993; <duane@purple-dolphin.com>

Pronunciation—Veronika Makarova; t: 0298-567862(h); f: (except university vacations/holidays) 047-350-5504(w); <makarova@etl.go.jp>; Elin Melchior; t: 568-76-0905; f: 568-71-8396 <elin@gol.com>

Chapter Reports

edited by richard blight

Fukui: May—***The Cancer of Competition; Games in the EFL Classroom*** by Chris Hunt. The presentation began with many preliminary activities; the presenter asked many questions to engage the audience's interest and then told a short story. Everyone had to find a partner and talk about their students' favourite activity. A similar activity was done but this time music was played. While some found the music a distraction, some didn't notice, and others felt it beneficial to the activity. Other activities such as battleships, card matching, and quizzes could be carried out with music playing. Activities were timed to create a sense of urgency. The presenter got the audience to look at a poster and after a

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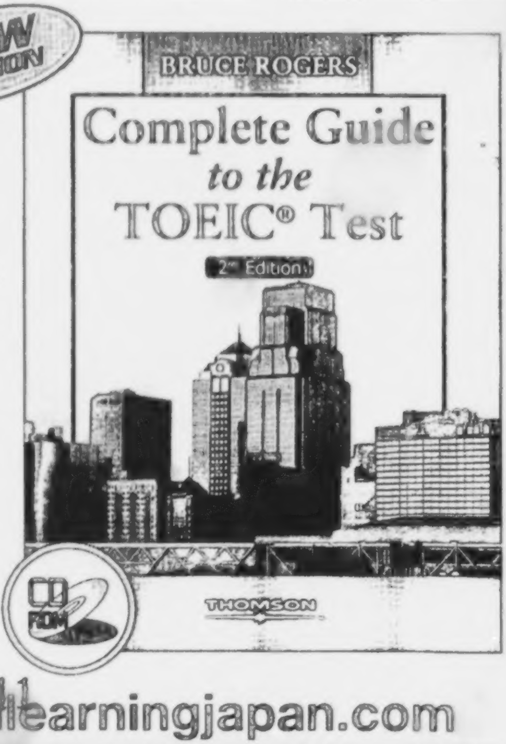

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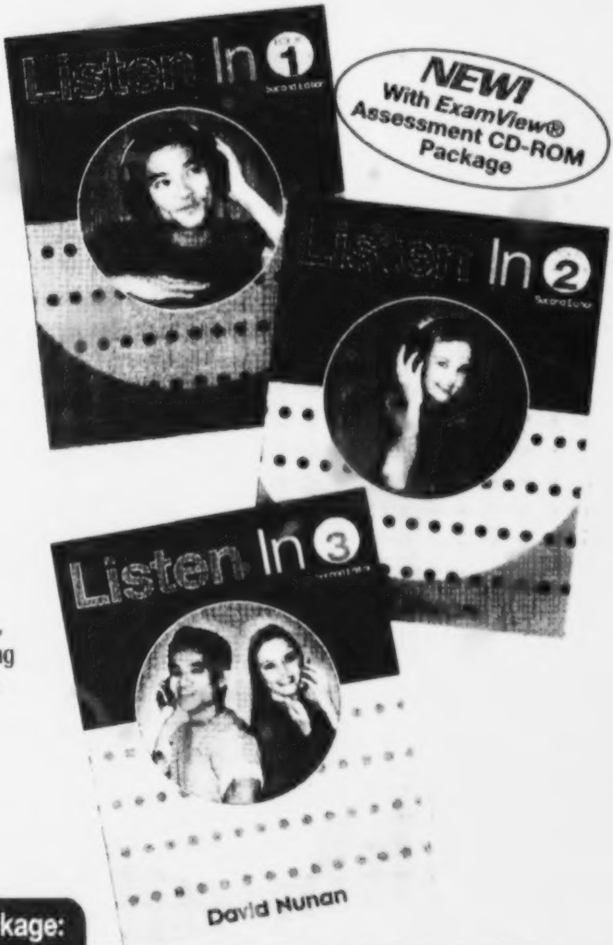

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short time put it away. True or false questions were asked and people were knocked out after each question. There was a short discussion in which those who had been knocked out described their feelings, which included the fear of looking foolish in front of others. The conclusion was that competition can encourage the hoarding of information, create stress and even aggressiveness whereas cooperation encouraged the sharing of information and created a stress-free environment where mistakes were acceptable. The presenter recommended that knockout activities should not be used. The problem with competitive games is that they reduce activities to "mutually exclusive goal attainment," or "I win, you lose." The presenter then demonstrated a semi-competitive game that involved identifying a sound effect. A correct answer allowed participants to roll a dice to decide whether the counter advanced or not. This introduced an element of chance and took pressure off the participants. Other recommendations were to use team games, scoring systems that included randomness, humorous content, and to concentrate on process rather than results.

Reported by Neil Griffiths

Kitakyushu: July—*Deconstructing TLT 2* with Murata Kimiko. In our second meeting devoted to a topic from *The Language Teacher*, we discussed bullying in schools, with reference to an article by Frank E. Daulton in the May 2002 issue ("Biracials and Bullying: Preparing Kids for School"). Situations in which bullying occurs were identified and various ways of dealing with them were subsequently discussed. Although large class sizes tend to be blamed for such problems, school boards often oppose downsizing, and additional teacher support is often unavailable. Social identity is usually understood in Japan by a person's place in the (hierarchal) group, and value is not placed so much upon individuality as in other countries. This *uchi-soto* (insider-outsider) dynamic plays a large role in instigating and prolonging bullying. In considering the psychology of the bullying personality, it was pointed out that loneliness, rejection, or family problems sometimes cause children to aggressively demand attention. Victims, on the other hand, tend toward avoidance. Prolonged absences from school consequently often alert teachers and parents about bullying situations.

Sometimes problems are ignored and not talked about, in the hope that they will "work themselves out." However, our discussion mostly centred around the need to face the problem head on, and to raise awareness of the problem. Although students are often told not to participate in bullying, education is more appropriate. It shows the potentially hurtful effects and encourages empathy and understanding, as well as teaches intervention techniques. Other countries offer these kinds of programs from elementary school. An article by Kiguchi Yumiko was subsequently discussed. It describes an awareness-raising exercise based on discussion and reflection of the issues in *A Christmas Carol* by Charles Dickens. From a linguistic viewpoint, a couple of potentially hurtful words were also examined morphologically. The term *hafu* refers to children with one Japanese parent and the other of a different race, and might be seen as simply another Japanese-English expression that drops the second part of a phrase. *Batakusai* carries the negative connotation "reeking of Western style" as well as evoking an exotic Western flair. Murata concluded the meeting by pointing out the importance of teachers continually monitoring their classroom language, in order to be sensitive to all students.

Reported by Dave Pite

Kobe: July—*Storytelling in Language Teaching* by Charles Kowalski. The presenter started with an Irish folk tale about a boy who believed he didn't have any stories to tell and wouldn't know where to start if he did. Reflecting the fears and apprehensions of many of us, this story set the stage for an informative two-hour workshop on how to use stories in the language classroom. Discussion started with what we believe are the benefits of using stories in the language classroom: (a) stories are enjoyable for both students and teachers; (b) stories are versatile in that they can be used to introduce specific topics, illustrate certain points, and even sneak in target grammar items; (c) stories provide a means for establishing more meaningful relationships among all participants in the language classroom; and (d) stories sometimes offer a way to reach or connect with difficult or problem students. Participants were introduced to sample activities for different target learning groups. First, we were asked to read a simple one-line phrase and to use only vocal qualities and facial expressions to convey some of the possible emotions. We were then treated to a short lesson in Mongolian, which demonstrated how to use scaffolding to introduce stories for absolute beginners. The final activity involved the audience in sketching storyboards such as those used in traditional Japanese storytelling (*kamishibai*), which the presenter then used to tell a story.

The speaker provided a persuasive argument for using stories in the classroom. He also introduced a wide array of anecdotes to support many of his points and to answer questions from the audience. In addition, participants were presented with an attractive handout which included specific tips for both preparing and delivering stories, sample activities for each proficiency level, an extensive bibliography on storytelling, and a list of webpages.

Reported by Brent Jones

Nagasaki: June—*Two Presentations* by Bill Pellowe. In the first session, Pellowe discussed social changes in textbooks. He illustrated recent trends in social content (such as racial and gender inclusion, deliberate thwarting of stereotypes, and the disappearance of religion and vices such as smoking and alcohol) by providing a case study of one textbook over three editions (1978, 1983, 1994). In the first edition, we examined a segment about a car accident. Pellowe explained how the accident was initially depicted as being caused by a young woman's physiognomy. In later editions, different agents and adjectives replaced the earlier version. We also examined current changes in occupational roles according to "type," "token," and "variety," and had an interesting question and answer session about the role of language in fostering or reflecting attitudes among learners.

In the second session, Pellowe discussed evaluating and modifying textbook exercises within an historical and theoretical framework, focusing on a number of examples of (potentially misleading) textbook exercises. We considered a range of exercises from both old and recent texts, including a street map puzzle based on prepositions of place, and an exercise based on the passive voice.

Reported by Tim Allan

Nagoya: July—*How to Teach English to Children More Actively* by Nagano Yoshimi and Nakatsuka Junko. The core of Nagano's presentation was to add music, TPR, and movement to make warm-up activities and language activities more active and interesting. She demonstrated how to first introduce the target language or dialogs, and subsequently have the students walk around listening to songs. After the music stops, students spontaneously find partners and go into the dialogs. Other warm-up activities included her versions of *Fruit Basket* and *Mother Goose Rhymes* (such as Pat-a-Cake) for students to do TPR in pairs. Next she moved on to fun activities which included her key word game, a pair activity game, her "upside-down game," and a criss-cross game which was a survival game driven by TPR. All the activities were interesting because of the element of surprise in the players' reactions, and also incorporated useful daily English (like "oops," or "shoot, I made a mistake") to drive the game. Criss-cross was useful as a whole-group language/movement game which was driven by reviewing *wh*-questions and applying them to real life ("What does NHK stand for?"). She concluded by presenting some vocabulary-based games.

Nakatsuka specializes in dance and created the dance/TPR for Carolyn Graham's *Jazz Chants*. She taught us the movements she created for useful dialogs for any classroom situation. Jazz chants dance combines the rhythm of English (the jazz chant) with the rhythm of movement (jazz dance). Some of her movements are really sign language. First she played a song with the same tempo/rhythm so we could think about the rhythm of the English language which Japanese students need to be aware of. Then she introduced the number of stages she does in her classes. First she taught the chant in small parts. Each time we practised, we started from the beginning and added lines until reaching the end of the chant. Each time she introduced a new line, she included an action. Lastly, we were ready to perform the jazz chant dance from beginning to end.

Reported by Marilyn Gajdostik

Yokohama: July—*Can Teaching Culture be Harmful to Language Learners?* by Michael Guest. While acknowledging that teaching and learning about cultures is an important element of English teaching, Guest discussed some potentially harmful aspects of culture teaching. The contrastive analysis approach emphasizes differences and has a tendency to reduce cultures to simplified viewpoints which become "interpretive pegs." According to the presenter, this approach is likely to produce misunderstandings, despite the fact that it is currently the most popular way of teaching culture. The contrastive approach is currently widespread in textbooks, research journals, and academic presentations. Guest contends that teaching culture can be harmful to language learners in four ways: by stereotyping a heightened polemical sense of "us" versus "them," by providing inaccurate descriptions of culture, by providing a view of cultural artefacts rather than of people, and by producing preconceived notions about how learners should understand different cultures.

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Through a series of workshop style activities and discussion points, Guest actively demonstrated some of the problems inherent in certain notions of culture teaching. He also challenged and extended our understanding of culture and its relationship to English teaching, and provided some practical advice on effective ways for teaching culture.

Reported by Eddy White

Chapter Meetings

edited by tom merner

Hokkaido—***CALL 2002 Workshop***, sponsored by Sapporo Gakuin University English Education Research Group with cooperation of JALT, METS, JACET and other teaching organizations. CALL 2002 Workshop is a seven-hour training and demonstration workshop for language teachers in Hokkaido. There is a morning training session for teachers to learn how to use PowerPoint presentation software. Two simultaneous workshops are offered for either beginning or advanced users. Then there will be two streams of demonstrations and discussions from 13:30 to 17:30. One will center on student projects using PowerPoint as the main tool, along with Internet, digital photos, and videos. We will also focus on presentation skills necessary to communicate in English. Another stream will explore online education. Contact Alan Bossear <bossaer@japan.email.ne.jp> or Don Hinkelman <hinkel@sgu.ac.jp> for more information. *Saturday October 26, 10:00-17:00; Sapporo Gakuin University, Bunkyodai 11, Ebetsu-shi (Near JR Oasa Station); 2000 yen materials fee for morning training session, free for afternoon sessions.*

Kitakyushu—***Non-Verbal Communication for Language Teachers*** by Stephen M. Ryan. Do you enjoy laughing? Do you enjoy good dry British humor that can make you laugh so hard that you are almost crying? If you do, then I am happy to say that Stephen Ryan from Osaka will be doing a presentation on non-verbal communication. Not only is he funny, but his presentations are filled with practical ideas for helping students realize the importance of non-verbal communication. *Saturday October 12, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members 1000 yen.*

Matsuyama—***How to Use Mr. Bean for Your Students*** by Hamada Mayumi and Akimoto Hiromi. This workshop will present effective ways of using Mr. Bean in English classes. Using the textbook, *Laugh and Learn with Mr. Bean*, a variety of ideas will be introduced. The participants will have an opportunity to try some of the activities from the textbook and make an original lesson plan in groups. A free sample copy will be provided. *Sunday October 13, 14:15-16:20; Shinonome High School Kinenkan 4F; one-day members 1000 yen.*

Nagasaki—***American Headway: The New American Classic! and OUP Book Look*** by Julian Warden, Oxford University Press. We are very happy to welcome Oxford University Press for a commercially sponsored workshop and demonstration. Admission is free to all! As well as *American Headway*, we will have a "Book Look" display of various other materials from OUP. If you want more information about this or other meetings through our own monthly, free email newsletter, you can subscribe anytime through the signup website at <kyushu.com/jalt/nagamail.php3> or by contacting us. *Saturday October 12, 13:30-16:30; Kotsu Sangyou Centre, Nagasaki Bus Terminal Building, 4F, Volunteer Center; free for all.*

Nara—***Computer Aided Language Learning, with Special Reference to Use of the Internet*** by Eamonn O'Dowd. The presentation is a demonstration with commentary (not a workshop), followed by a short lecture on the psychology of computers as a learning tool in language education, with reference to the following: 1) Use of CALL by the teacher, 2) Use of CALL for self-study, 3) Is CALL useful? Psychological aspects of CALL, with reference to motivation and learning. There will be opportunities for questions and discussion. *Saturday October 19, 14:00-17:00; Tezukayama University, Gakuenmae Campus (near Kintetsu Gakuenmae Station); free to all.*

Niigata—***Non-Teaching Made Easy*** by Chris Hunt, Wise Hat. "Less is more" is a very famous expression. But the inverse, "More is less," is probably more applicable for the effective teaching of children. The more we teach, the less children will learn. Conversely, children can learn naturally and energetically once we learn to stop teaching them. This workshop examines some ways of non-teaching. As George Bernard Shaw once quipped, "He who can does, he who can't teaches." So come and learn how to stop teaching and start being. *Sunday October 6, 13:00-15:00; Niigata International Friendship Center; one-day members 1000 yen, students 500 yen.*

Okayama—***Peer-Designed, Administered, and Evaluated Tests*** by Joseph Falout, Nihon University, College of Science & Technology. The first part of this presentation will be conducted in a workshop format, where participants will determine the authenticity, value, and validity of student-generated, peer-based assessment. A rationale for such practice will be established against its consequences. Workshop participants will then design a peer-based test assignment, with the resulting constructs providing a context for the case study to follow. The presenter's own experience will then be shown where, with a unanimous vote, a conversation class of second-year college students went ahead with such a scheme for their mid-term examination. *Saturday October 19, 15:00-17:00; venue TBA (contact <burden-@osu.ac.jp>); one-day members 1000 yen, students 500 yen.*

Omiya—*JALT 2002 Conference Preview* by Simon Evans, International Christian University, Phil Julien, Bunka Women's University; and Paul Lyddon, Seigakuin University. In separate presentations, three local members will give us a sneak peek of what to look forward to in Shizuoka this November. Presentation #1 (Evans): ***The Cambridge Young Learners Exams***. Presentation #2 (Julien): ***The Effects of Semantic Field and Depth of Processing on Incidental Vocabulary Acquisition***. Presentation #3 (Lyddon): ***Creating the Conditions for Real Communication***. *Sunday October 20, 14:00-17:00; Omiya JACK (near Omiya Station, west exit), 5F, conf. rm. #1; one-day members 1000 yen.*

Osaka—*Potluck Party and Workshop in Beautiful Mino Park*. Wade Muncil, an English instructor in the Kansai area, will lead a collaborative workshop on reflective teaching practice, peer mentoring, and using council in the classroom. Participants should bring a notebook as well as food to share. In case of rain the workshop will be held at Maple Hall in Mino. Annual business meeting with officer elections will follow the workshop. Meet at Hankyu Mino station (25 minutes north of Umeda) at 13:00. For map and further information see the Osaka Chapter website. On October 27 call 090-7362-1532. *Sunday October 27, 13:00-17:00; Mino Park; one-day members 1000 yen.*

Shinshu—Analysing Classroom Talk by Naoki Adamson. *Sunday October 27, 14:00-16:45; venue TBA (contact Shinshu Chapter for details); one-day members 1000 yen.*

Toyohashi—*Supplemental Material Review* by Hara Fumihiko, Longman Publishing. Focusing on the importance of rapid reading skills for the university entrance examination, this presentation reviews how supplemental materials have been used to improve the students' reading skill. It also shows how the students' understanding of supplemental materials is checked. *Sunday October 13, 13:30-16:00; Building 5, Aichi University, Toyohashi Campus; free for all.*

West Tokyo—*Addressing Relevance and Motivation* by Jonah Glick, Pearson Education Japan. Motivation is crucial for successful learning. What techniques should we employ to encourage motivation and maximize learning? Two ways are: to ensure learners talk about what interests them, and to teach language for specific real-world functions. High-interest, relevant content, presented at an appropriate level, and clear, achievable, task-based activities will further enhance learning and involvement. *Saturday October 19, 13:30-15:30; Tachikawa Citizens Hall; one-day members 1000 yen.*

Yamagata—*Addressing Relevance and Motivation* by Jonah Glick, Longman ELT, Pearson Education Japan. See the West Tokyo Chapter announcement above for the contents of presentation. *Sunday October 6, 13:30-16:00; Yamagata Kajo Kominkan (t: 0236-43-2687); one-day members 800 yen.*

Yokohama—*On the Go: Addressing Motivation Through Travel English*, by Jonah Glick, Longman ELT, Pearson Education Japan. Motivation is crucial for successful learning. What techniques should we employ to encourage motivation and maximize learning? Two ways are to ensure learners talk about what interests them and to teach language for specific real-world functions. We can teach travel English to enable learners to accomplish specific functions that the learners perceive as relevant to their own lives, and we can encourage learners to think about the language and discover for themselves. *Sunday October 13, 14:00-16:30; Ginou Bunka Kaikan 6F (in Kannai); one-day members 1000 yen.*

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edited by tom merner

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Conference Calendar

edited by linh t. pallos

New listings are welcome. Please submit information to Linh Pallos by the 15th of the month at <tlt_cc@jalt.org>, at least three months ahead (four months for overseas conferences). Thus October 15th is the deadline for a January conference in Japan or a February conference overseas, especially for a conference early in the month.

Upcoming Conferences

December 12-15, 2002—*24th Annual Language Testing Research Colloquium (LTRC 2002): Language Assessment in Global Contexts,* at the Hong Kong Polytechnic University, Hong Kong SAR. Contact LTRC 2002 Organizing Committee (Liz Hamp-Lyons, Tom Lumely, & David Qian), Asian Centre for Language Assessment Research, Department of English, Hong Kong Polytechnic University, Hunghom, Hong Kong; email: <egACLAR@polyu.edu.hk>, website: <engl.polyu.edu.hk/ACLAR/ltrc.htm>.

December 16-21, 2002—AILA2002 SINGAPORE/ 13th World Congress of Applied Linguistics—Applied Linguistics in the 21st Century: Oppor-

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tunities for Innovation and Creativity, at the Suntec City International Convention and Exhibition Centre in Singapore. Website at <aila2002.org>; inquiries to Anne Pakir at <ellannep@nus.edu.sg>.

January 6-10, 2003—*The 2003 Hawaii International Conference on Education* in Honolulu, Hawaii. Contact Hawaii International Conference on Education, P.O. Box 75036, Honolulu, Hawaii 96836, USA; t: 808-947-7187; f: 808-947-2420; email <education@hiceducation.org>; website <hiceducation.org/cfp_edu.htm>.

January 23-25, 2003—*Thailand TESOL. 23rd Annual International Conference: ELT 2003: Culture, Content and Competency* in Bangkok, Thailand. The phenomenal demographic and technological changes in the 21st century require unprecedented levels of interpersonal communication and intercultural contact in the world community. As EFL teachers and practitioners, we understand that communicating in a foreign language effectively depends on more than knowing the vocabulary and structure, but entails thinking as much as the practice of language and communication. The aim of this conference is to provide ELT professionals with a forum to promote approaches and methods that enhance learners' communication skills as well as to devise strategies and schemes which relater to EFL culture. Contact Suchada Nimmannit; t: +66-02-218-6100; t/f: +66-02-218-6027; email <nsuchada@chula.ac.th>; website <thaitesol.org>.

Calls for Papers/Posters (in order of deadlines)

October 31, 2002 (April 4-6, 2003)—*TESOL-SPAIN's 26th Annual National Seminar—Working Together: Building a Network for Teacher Development*, at the Universidad Politécnica de Valencia, Valencia, Spain. Proposals are accepted on any aspect of language learning theory or practice, in virtually any format from talk to self-made product presentation. See the website at <tesol-spain.org> for details or contact Carmen Pinilla Padilla; Universidad Politécnica de Valencia, E.T.S.I. Agrónomos (Idiomas), Camino de Vera s/n, 46022 Valencia, Spain.

November 8, 2002 (for June 6-7, 2003)—Third International Information Technology & Multimedia in English Language Teaching Conference: Computer-Enhanced Language Learning, hosted by the English Language Centre of The Hong Kong Polytechnic University, Hong Kong, China. Proposals for papers, workshops, and promotional sessions are sought, particularly those dealing with changes in the way educators and learners may need to perceive the processes of learning and teaching in relation to wider technological developments which impact on the learning environment. More specific sub-themes and further information is available on the conference website at <http://elc.polyu.edu.hk/conference/>. Direct contact via: The Organising Committee of ITMELT 2003, c/o Bruce Morrison; English Language Centre, The Hong Kong Polytechnic University, Hung Hom, Kowloon, Hong Kong; f: 852-2766-7576.

Reminders—Upcoming Conferences

October 4-5, 2002—*4th Regional IATEFL-Ukraine Conference: Quality Learning and Quality Teaching*, in Donetsk, Ukraine. The South-Eastern Ukraine IATEFL, together with the British Council, invite you to sustain and extend professional development, support ELT professionals, and highlight common interests. For more information, please contact Igor Gizhko; Coordinator, IATEFL South-Eastern Ukraine; <Igor_Gizhko@ukr.net>.

October 5-6, 2002—*10th KOTESOL International Conference—Crossroads: Generational Change in ELT in Asia*, at Sookmyung Women's University, Seoul, Korea. In the last ten years there has been an explosion in research, especially classroom-based research, which has led to new theories, which have in turn led to new practices. This change has happened all over the world, but es-

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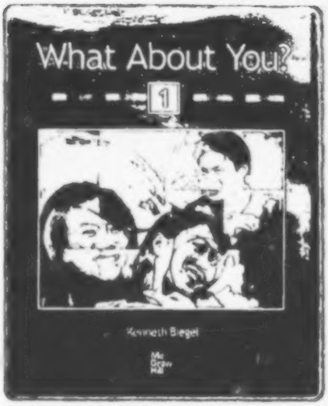
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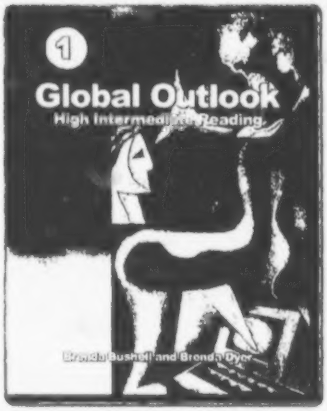
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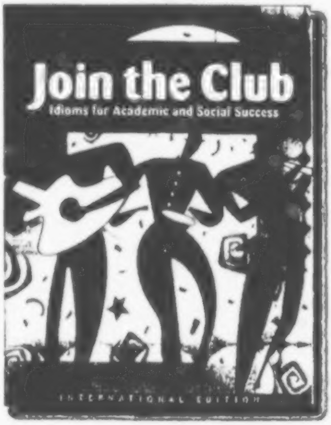
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pecially in Asia. Response, naturally, has been varied. Korea TESOL invites teachers and researchers to address these questions through presentations, roundtable discussions, and informal get-togethers: How has recent research in English language teaching affected practices in the classroom? Which theories and practices can help language learners get the most from their language learning experience? Is it time for a radical rethinking of how we approach teaching and learning in the classroom? Plenary and featured speakers will also share their insights on the same, among them Martin Bygate (University of Leeds, UK), Andy Curtis (School for International Training, USA), Pauline Rea-Dickins (University of Bristol, UK), Gwyneth Fox (Cobuild project, University of Birmingham), and Aleda Krause (author, *SuperKids* and *SuperTots*). See the conference website at <kotesol.org/conference/2002> for details, or email Craig Bartlett at <KOTESOL2002@yahoo.com>.

October 11-12, 2002—***The Third Symposium on Second Language Writing—Constructing Knowledge: Approaches to Inquiry in Second Language Writing***, at Purdue University, West Lafayette, Indiana, USA. This year's Symposium will concentrate on exploring various ways in which knowledge is constructed, transformed, disseminated, and negotiated in the field of second language writing. Sixteen plenary speakers, including Dwight Atkinson, Christine Pearson Casanave, John Flowerdew, Miyuki Sasaki, Xiaoming Li, Paul Kei Matsuda, and Tony Silva, will also address these themes. In conjunction with this symposium, the Indiana Center for Intercultural Communication will sponsor a Contrastive Rhetoric Roundtable on October 13, 2002 (free with Symposium registration). Preregistration deadline is October 1, 2002, and participants are limited to about 150 persons. For more information, visit <cdweb.cc.purdue.edu/~silvat/symposium/2002/>, or email Tony Silva at <tony@purdue.edu>.

October 26, 2002—***Kyoto JALT Annual Conference: Using Information Technology (IT) to Improve Language Teaching***, at Doshisha University (Kyotanabe campus), Kyoto, Japan. See the website at <ilc2.doshisha.ac.jp/users/kkitao/organi/kyoto/Conference/> or contact Paul Hackshaw; Faculty of Engineering and Design, Kyoto Institute of Technology, Hashigami-cho, Matsugasaki, Sakyo-ku, Kyoto, Japan 606-8585; t/f: 075-724-7291; <hackshaw@hiei.kit.ac.jp>.

October 29-31, 2002—***The 50th TEFLIN International Conference—Asian Odyssey: Explorations in TEFL***, at Majapahit Mandarin Oriental Hotel, hosted by Widya Mandala Surabaya Catholic University. Language teaching experts, linguists, literature experts, and language teachers are invited to join. For further information contact the Committee, c/o English Department, Faculty of Teacher Training & Education, Widya Mandala Surabaya Catholic University, Jl. Kalijudan 37 Surabaya 60114 Indonesia; t: 62-031-389-1265 or 389-3933; f: 62-031-389-1267.

November 9, 2002—***TESOL Symposium: Teaching English to Younger Learners***, at Southwestern College, San Diego, California, USA, in collaboration with ESOL professionals in Mexico. Developed to reflect ESL and EFL perspectives, the

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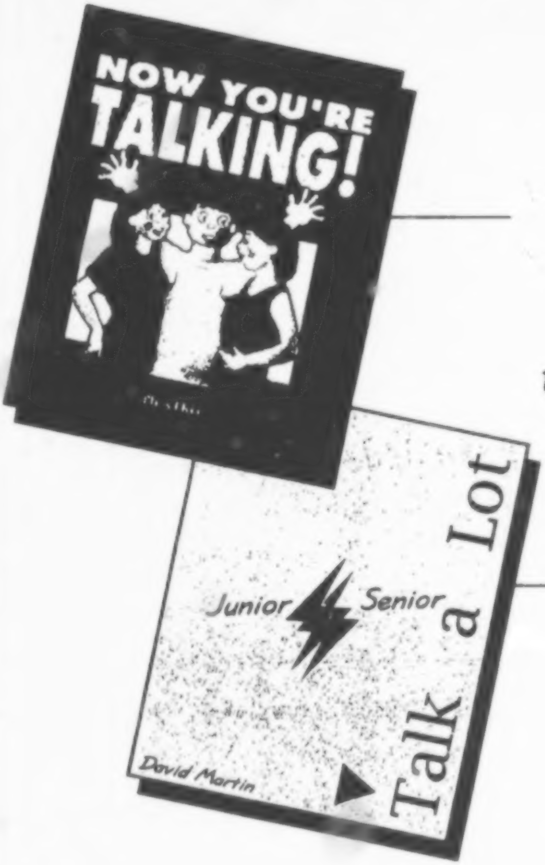
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symposium features three renowned keynote speakers from Mexico and the United States: Mary Lou McCloskey, Myriam Monterrubio, and Catherine Snow. The speakers will share insights from their work and research on teaching English to younger learners to help participants learn more about this very important issue in the ESOL profession. Contact the TESOL Education Programs department at <edprograms@tesol.org>.

November 12-14, 2002—***International Online Conference on Teaching Online in Higher Education—Expanding the Frontiers***, sponsored by Indiana University-Purdue University Fort Wayne. Related to teaching and learning online issues. For more information see the TOHE preconference website at <ipfw.edu/as/2002tohe/cfp.htm>.

November 22-24, 2002—JALT2002—*28th Annual International Conference on Language Teaching and Learning and Educational Materials Expo: Waves of the Future*, at Granship, Shizuoka, Shizuoka Prefecture, Japan. The theme of this year's conference is exploring trends in language teaching that will have ramifications far into the 21st century. Website at <jalt.org/jalt2002/>.

Job Information Center

edited by paul daniels

To list a position in The Language Teacher, *please email <tlt_jic@jalt.org> or fax (0463-59-5365) Paul Daniels, Job Information Center. Email is preferred. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary. If you want to receive the most recent JIC listings via email, please send a blank message to <jobs@jalt.org>.*

Ehime-ken—Matsuyama University seeks a full-time EFL instructor. **Qualifications**: Native EFL instructor with a Master's degree in TESOL/TEFL, applied linguistics or a related field and teaching experience with non-native speakers. **Duties**: Teach six 90-minute classes per week, and instruct extracurricular activities, the English Chat room and additional activities upon students' requests. **Salary & Benefits**: 3,980,000 yen per year. Must join *Shigaku Kyousai* medical insurance program. Transportation allowance, housing allowance, research funds, and moving expenses provided according to the university laws. **Application Materials**: Resume, transcripts, copy of diploma, list of research achievements, copies of at least three research achievements. Send all material to: Murakami Hiroyuki, Chair, Faculty of Business Administration, Matsuyama University, 4-2 Bunkyo-cho, Matsuyama, Ehime, Japan 790-8578. **Deadline**: October 31, 2002. **Contact**: Ade Tatsuhito, Director of Records and Registration Office; t: 089-926-7131; f: 089-923-8902; <abe@gc.matsuyama-u.ac.jp>.

Hiroshima-ken—The International Student Center at Hiroshima University is looking for a new Hiroshima University Study Abroad (HUSA) Program Coordinator to manage and develop its short-term exchange program beginning April 2003. **Position**: Full-time. **Requirements**: PhD or equivalent degree, (near) fluency in English and Japanese required. For a more detailed description in Japanese visit: <home.hiroshima-u.ac.jp/husa/>. Check under "Vacancies." **Deadline**: October 31, 2002. **Contact**: Kondo Hiroaki, International Student Division; t: 0824-24-6184.

Kyoto-fu—Kyoto Institute of Technology, a national university, seeks a full-time teacher of English beginning April 1, 2003. **Position**: Associate professor or lecturer in applied linguistics, Department of Mechanical and System Engineering, Faculty of Engineering and Design. **Qualifications**: PhD or equivalent research; a candidate with the prospect of receiving such a degree will also be considered; experience in English teaching at the university level; publications in a field of research related to applied linguistics, linguistics, English language studies, English language teaching, or Anglo-American literature; a native speaker of English or a Japanese with native or near-native English language ability; sufficient ability in speaking and reading Japanese to carry out all job-related duties inside and outside the classroom; approximately 30-50 years of age; enthusiasm for teaching and research; preferably a candidate qualified for graduate school work; preferably a candidate with interest in scientific or engineering English; residing in Japan after November 1, 2002. **Duties**: Teaching classes of English Communication, English acquisition, comprehensive English, etc. to students in various departments, including evening course classes; additional duties typical of an associate professor or lecturer of a national university. **Salary & Benefits**: Commensurate with experience, age, etc., according to Japanese national university standards. If the selected candidate is not a Japanese national, the term of employment is three years, with extensions possible given mutual consent (extension is not guaranteed). Since Kyoto Institute of Technology is a national university, the selected candidate shall be employed as a national public official. Therefore, the selected candidate shall be bound by the same national public service regulations as are applied to the Japanese educational service personnel. Candidates may be asked to come to this university at their own expense for an interview. **Application Materials**: Curriculum vitae; list of publications (grouped into (a) books, (b) academic papers, (c) other—with a brief explanation of each); three reprints (or copies) each of representative publications (for a maximum of five publications); a short essay in English of about 1,000 words on your professional research background and your future plan of teaching and research; names and addresses of two persons whom we could contact for letters of recommendation. Additional materials might be requested during the process of selection. The selected candidate will be asked to provide documentary proof of qualifications and all items on the curriculum vitae regarding past education and employment. **Deadline**: Application materials should arrive by registered mail not later than October 31, 2002. **Contact**: Sone Akira, Chair, Department of Mechanical and System Engineering Kyoto Institute of Technology, Matsugasaki, Sakyo, Kyoto, Japan 606-8585; t: 81-(0)75-724-7356; <sone@ipc.kit.ac.jp>. **Other**: Please send all application documents to Sone Akira labeled in red "Application for the English teaching position, Mechanical and System Engineering."

Nagano-ken—Nagano Prefecture (two-year) College is seeking to employ a foreign native speaker of English starting April 1, 2003. **Position**: Associate professor (*jokyoju*) or assistant professor (*sennin koshi*) of English as a Foreign Language. The contract is three years renewable. **Qualifications**: Native speaker of English, Japanese language proficiency, career-minded, and MA or equivalent in EFL or a related field. The successful applicant should live in Nagano city or in the suburbs of Nagano city. No age limits are specified. **Duties**: Teach five or six classes a week in English communication, English writing, listening comprehension, cross-cultural and comparative culture studies. The successful applicant will have the same rights and duties as Japanese staff and will be required to participate in faculty meetings and committees. **Salary & Benefits**: Working conditions, such as status, salary, allowance, and mutual benefits (*kyosai*), basically follow the rules of the regular Japanese faculty members. **Application Materials**: Curriculum vitae, list of publications with attached abstracts of approximately 100 words in English or 200 words in Japanese, off-prints or copies of main publications and articles, summary of research activities and future expectations, and a summary of the applicant's future educational activities. Summaries should not be more than 2,000 Japanese words or two A4 pages, double-spaced, typescript in English. You may also attach materials showing accomplishments in the field of English language education such as academic activities, societies, or institutions. One letter of recommendation and the names and addresses of two references is also required. Please send all documents in Japanese, if possible, and mail to: Kamijo Hiroyuki, President of Nagano Prefecture College, 49-7, Miwa 8-chome, Nagano-shi, Nagano, Japan 380-8525. Send all documents to this address by registered mail with "Application for the position of foreign English teacher" in red ink on the envelope. An interview will be given, if necessary after the documentary screening. All application and screening expenses are paid by the applicant. **Deadline**: Application must be posted by October 31, 2002. **Contact**: Takanashi Yoshio, Nagano Prefecture College; t: 026-234-1221; f: 235-0026.

Niigata-ken—Keiwa College, a four-year coeducational Liberal Arts college with departments in English and International Cultural Studies, is seeking a full-time visiting instructor beginning April 2003. The one-year contract is renewable up to three years. A two-year commitment is preferred. **Qualifications**: MA TESL or related field, or Certificate in TESL. Teaching experience in intensive programs or at high school or college level a plus. This is an ideal position for those relatively new to the field and eager to expand their teaching experiences. **Duties**: Teach university-level English language classes in a skills-based coordinated curriculum; up to 20 teaching hours per week, seven months a year; participation in teacher meetings; involvement in course design and curriculum development. **Salary & Benefits**: Starting at 270,000 yen per month, 12 months a year; subsidized furnished apartment near campus, shared office space with Internet access; health insurance. Transportation and shipping expenses to Niigata will be provided. Additional part-time work is available as evening classes at the college, etc. **Application Materials**: Cover letter, resume highlighting teaching experience, copy of degree or diploma, three letters of reference. No email applications, please. **Deadline**: November 15, 2002. **Contact**: Joy Williams, Coordinator, English Language Program, Keiwa College, 1270 Tomizuka, Shibata City, Niigata, Japan 957-8585.

Okinawa-ken—The Meio University English Program is accepting applications for an instructor position (pending), specializing in preparing students to become junior high and high school English teachers to begin April 1, 2003. **Qualifications**: Native English speaker or nonnative fluent in English. Japanese ability is a plus. Should have MA or PhD related to TESOL and publications related to English language teaching. **Duties**: Teach senior thesis, *saiyou shiken* preparation, *kyouiku jisshu*, STEP and TOEFL preparation, and freshman English. Participate in curriculum development, research, and administration duties (including faculty committees). **Salary & Benefits**: Ministry of Education wage scale, commensurate with qualifications and experience. Contract is for three years, after which, if performance is satisfactory, applicant will receive tenure. **Application Materials**: English and Japanese CV (recent photo on Japanese CV), copy of graduate degree(s), copy of graduate transcript(s), visa status, two letters of recommendation, list of publications, copies of three major publications, and statement of purpose. **Deadline**: December 31, 2002. **Contact**: Timothy Guile, Meio University, Department of International Cultural Studies, 1220-1 Biimata, Nago, Okinawa, Japan 905-0005; <tguile@vision1mm.com>.

Okinawa-ken—The Meio University English Program is accepting applications for an instructor position (pending), able to teach a variety of English courses, including courses preparing students to become interpreters and translators to begin April 1, 2003. **Qualifications**: Native English speaker or nonnative fluent in English. Japanese ability is a plus. Should have MA or PhD related to TESOL and publications related to English language teaching. Should display the ability (via education or experience) to teach interpreting and translation. **Duties**: Teach senior thesis, interpreting/translation courses, and courses to raise students' English ability. Participate in curriculum development, research, and administration duties (including faculty committees). **Salary & Benefits**: Ministry of Education wage scale, commensurate with qualifications and experience. Contract is for three years, after which, if performance is satisfactory, applicant will receive tenure. **Application Materials**: English and Japanese CV (recent photo on Japanese CV), copy of graduate degree(s), copy of graduate transcript(s), visa status, two letters of recommendation, list of publications, copies of three major publications, and statement of purpose. **Deadline**: December 31, 2002. **Contact**: Timothy Guile, Meio University, Department of International Cultural Studies, 1220-1 Biimata, Nago, Okinawa, Japan 905-0005; <tguile@vision1mm.com>.

Tokyo-to—The English Department at Aoyama Gakuin University is seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications**: Resident of Japan with an MA in TEFL/TESOL, English literature, applied linguistics, or communications; three years university teaching experience or one year university English teaching experience with a PhD; teaching small group discussion, journal writing, and book reports; collaboration with others in curriculum revision project; publications; experience with presentations; familiarity with email. **Salary & Benefits**: Comparable to other universities in the Tokyo area. **Application Materials**: Apply in writing, with a self-addressed envelope, for an application form and information about the program. **Deadline**: Ongoing. **Contact**: PART-TIMERS, English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo, Japan 150-8366.

Tokyo-to—Sophia University is seeking a full-time English teacher (annual contract, renewable up to three years to teach conversation, reading, and writing courses offered by the Center for the Teaching of Foreign Languages in General Education) starting April 1, 2003. **Qualifications**: Native English speaker or equivalent with MA or above in TEFL/TESOL/TESL/ELT, applied linguistics, or communication. **Application Materials**: Cover letter, resume, references, copies of diplomas or certificates, and list of publications. **Salary & Benefits**: Salary and other working conditions are determined by Sophia University rules and regulations. **Deadline**: October 7, 2002. **Contact**: Center Position, c/o Department of English Literature, Sophia University, 7-1 Kioicho, Chiyoda-ku, Tokyo, Japan 102-8554; t/f: 03-3238-3601.

Web Corner

You can receive the updated JIC job listings on the 30th of each month by email at <jobs@jalt.org>, and view them online on JALT's homepage (address below). Here are a variety of sites with information relevant to teaching in Japan:

1. EFL, ESL and Other Teaching Jobs in Japan at <www.jobsinjapan.com>
2. Information for those seeking university positions (not a job list) at <www.debito.org/univquestions.html>
3. ELT News at <www.eltnews.com/jobsinjapan.shtml>
4. JALT Jobs and Career Enhancement links at < www.jalt-publications.org/tlt/jobs/>
5. Teaching English in Japan: A Guide to Getting a Job at <www.wizweb.com/~susan/japan/>
6. ESL Cafe's Job Center at <www.pacificnet.net/~sperling/jobcenter.html>
7. Ohayo Sensei at <www.ohayosensei.com/>
8. NACSIS (National Center for Science Information Systems' Japanese site) career information at <jrecin.jst.go.jp/>
9. The Digital Education Information Network Job Centre at <www.edufind.com/index.cfm>
10. EFL in Asia at <www.geocities.com/Tokyo/Flats/7947/eflasia.htm>
11. Jobs in Japan at < www.englishresource.com/index.html>
12. Job information at <www.ESLworldwide.com>

Submissions

The editors welcome submissions of materials concerned with all aspects of language education, particularly with relevance to Japan. Materials in English should be sent in Rich Text Format by either email or post. Postal submissions must include a clearly labeled diskette and one printed copy. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines indicated below.

日本語記事の投稿要領：編集者は，外国語教育に関する，あらゆる話題の記事の投稿を歓迎します。原稿は，なるべくＡ４版用紙を使用してください。ワープロ，原稿用紙への手書きに関わりなく，頁数を打ち，段落の最初は必ず１文字空け，１行２７字，横書きでお願いいたします。１頁の行数は，特に指定しませんが，行間はなるべく広めにおとりください。

The Language Teacher は，American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は，*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか，日本語編集者にお問い合わせください。スペース等の都合でご希望に添い兼ねる場合もありますので，ご了承ください。編集者は，編集の都合上，ご投稿いただいた記事の一部を，著者に無断で変更したり，削除したりすることがあります。

Feature Articles

English Features. Well written, well-documented and researched articles, up to 3,000 words. Analysis and data can be quantitative or qualitative (or both). Pages should be numbered, paragraphs separated by double carriage returns (*not* tabbed), word count noted, and subheadings (**boldfaced** or *italic*) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. The article's title and an abstract of up to 150 words must be translated into Japanese and submitted separately. A 100-word biographical background and any tables or drawings should also be sent in separate files. Send electronic materials in an email attachment to Robert Long. Hard copies also accepted.

日本語論文です。４００字詰原稿用紙２０枚以内。左寄せで題名を記し，その下に右寄せで著者名，改行して右寄せで所属機関を明記してください。章，節に分け，太字または斜体字でそれぞれ見出しをつけてください。図表・写真は，本文の中には入れず，別紙にし，本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は，別文書でお願いいたします。英語のタイトル，著者・所属機関のローマ字表記，150ワード以内の英文要旨，100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー２部，計３部を日本語編集者にお送りください。査読の後，採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to the editor.

原稿用紙10～15枚以内。現在話題となっている事柄への意見，問題提起などを掲載するコラムです。別紙に，英語のタイトル，著者・所属機関のローマ字表記，英文要旨を記入し，日本語編集者にお送りください。締切は，掲載をご希望になる号の発行月の２カ月前の15日必着です。

Interviews. If you are interested in interviewing a well-known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内，締切は，掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は，関係者に，それに対する反論の執筆を依頼し，同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で，その報告を執筆したい方は，日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Readers' Forum. Essays on topics related to language teaching and learning in Japan, up to 2,500 words. While not focused on primary research data, a Readers' Forum article should nevertheless display a wide reading and depth of understanding of its topic. Japanese title and abstract also required (see above). Send electronic submissions to Scott Gardner.

リーダーズ・フォーラム：日本での言語教育，及び言語学習に関する6,000字以内のエッセイです。調査データに焦点を当てていなくても，リーダーズ・フォーラムの記事は，読者に，話題に関して深い理解を与える記事を募集いたします。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the My Share editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの，進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが，白黒で，著作権のないもの，または文書による掲載許可があるものをお願いします。別紙に，英語のタイトル，著者・所属機関のローマ字表記，200ワード程度の英文要旨を記入し，My Share 編集者にお送りください。締切は，掲載をご希望になる号の発行月の２カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として，その本の書かれている言語で書くことになっています。書評を書かれる場合は，Publishers Review Copies Liaison にご相談ください。また，重複を避け，*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため，事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

ＪＡＬＴによる催し物などのお知らせを掲載したい方は，JALT News 編集者にご相談ください。締切は，掲載をご希望になる号の発行月の2カ月前の15日に JALT News編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認の Special Interest Group で，毎月のお知らせを掲載したい方は，ＳＩＧＳ編集者にご相談ください。締切は，掲載をご希望になる号の発行月の2 カ月前の15日に SIGS編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から４枚。原稿の冒頭に (a) 支部会名，(b) 発表の題名，(c) 発表者名を明記し，(d) 発表がいつ行われたかが分かる表現を含めてください。また，(e) 文末に報告執筆者名をお書きください。締切は，掲載をご希望になる号の発行月の2 カ月前の1 5 日に Chapter Reports 編集者必着です。日本語の報告は Chapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し，発表の題名，発表者名，日時，場所，参加費，問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に，簡単な発表の内容，発表者の紹介を付け加えても結構です。地図を掲載したい方は，Chapter Announcements 編集者にご相談ください。第1 週に会合を予定する場合は，前月号に掲載することになりますので，ご注意ください。締切は，掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. Email or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 20th of the month, 2 months prior to publication.

ＪＡＬＴ以外の団体による催し物などのお知らせ，ＪＡＬＴ，あるいはそれ以外の団体による発表者，論文の募集を無料で掲載します。ＪＡＬＴ以外の団体による催し物のお知らせには，参加費に関する情報を含めることはできません。*The Language Teacher* 及び JALT は，この欄の広告の内容を保証することはできません。お知らせの掲載は，一つの催しにつき一回，300字以内とさせていただきます。締切は，掲載をご希望になる号の発行月の2カ月前の２０日に Bulletin Board 編集者必着です。その後，Conference Calendar 欄に，毎月，短いお知らせを載せることはできます。ご希望の際は，Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

求人欄です。掲載したい方は，Job Information Center/Positions 編集者にAnnouncement Form を請求してください。締切は，掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及び JALTは，この欄の広告の内容を保証することはできません。なお，求職広告不掲載がJALT Executive Board の方針です。

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Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 39 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The JALT **International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **Special Interest Groups**, SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

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Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に40の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育・語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会、SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に３９の支部と１つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、熊本、京都、松山、宮崎、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、岐阜［準支部］）

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロプメント、教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価、ビデオ利用語学学習、他言語教育（準分野別研究部会）、外国語リテラシー（準分野別研究部会）、ジェンダーと語学教育（準分野別研究部会）、語用論（準分野別研究部会）、応用言語学（結成段階）、比較文化（結成段階）、英会話（未承認）、発音（未承認）

JALTの会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

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WILLIAM GRABE is a professor of English at Northern Arizona University, author of *The Theory and Practice of Writing* (with R. B. Kaplan, 1996) and the soon to be published book in the Longman series of Applied Linguistics in Action entitled *Reading* (with Fredricka Stoller) and a leading researcher in issues of L2 reading, writing and literacy.

JANE WILLIS is a Teaching Fellow in the Language Studies Unit in the School of Languages and European Studies at Aston University, Birmingham (UK). She's researched and published on task based learning and is the co author of the just published Oxford imprint "English for Primary Teachers," a language course for teachers of young learners who are now required to teach English.

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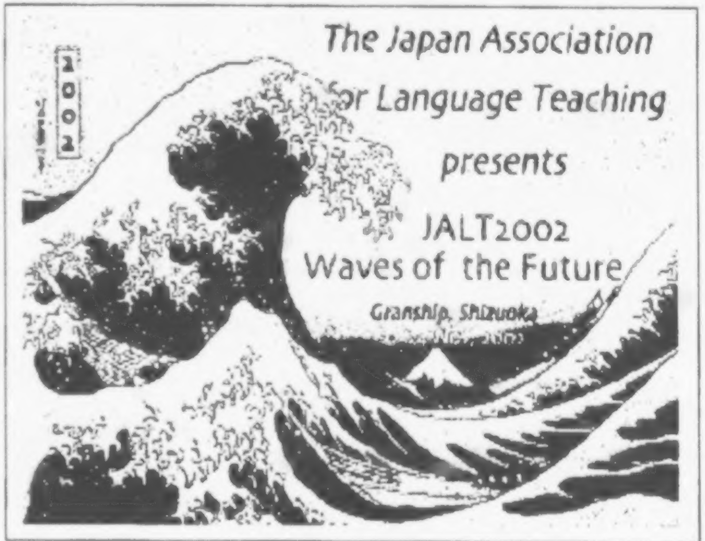

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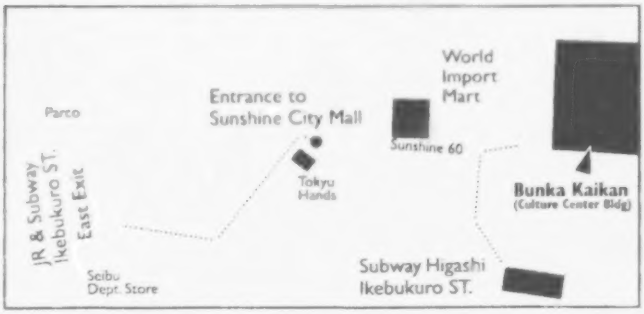
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Catch the Next Wave

3 **Plenary Speakers at JALT2002: William Grabe & Jane Willis**

5 **A Study on Attitudes and Motivations Towards Learning English of Newly Enrolled Student Nurses**
Takakubo Fumie

17 ***Readers' Forum*: Using "The Personals"**
Steve Connolly

23 ***Opinion*: Extensive Reading Is Reading Extensively, Surely?**
Anthony Bruton

JALT2002

November 22-24, 2002

11
November, 2002
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Autumn. Edwin Way Teale called it a time of harvest and gathering together. For members of JALT it is also a time of gathering as we approach the eve of the JALT2002 conference at the Granship Conference Center in Shizuoka. With Plenary Speakers **William Grabe** and **Jane Willis**, eight featured speaker workshops, Special Interest Group Forums, Poster Sessions, and more.

This month's feature article by **Takakubo Fumie** examines the attitudes and motivation of nursing students learning English for use in their workplace. This is followed by a Readers' Forum piece by **Steve Connolly** on using personal ads as a teaching tool. This month's last feature is an opinion piece by **Anthony Bruton** examining extensive reading. This issue of JALT also features our regular columns on successful teaching techniques, chapter reports, important information on upcoming conferences and more.

Come on and catch the wave of JALT2002 at Granship Conference Center in Shizuoka, November 22-24. This year's conference will also feature JALT Junior's second annual conference, an Educational Materials exposition and a plethora of presentations. Come for a day or stay for the weekend. It will be a time for learning, exchanging ideas, networking, and making new and meeting old acquaintances. This conference promises to have something for everyone.

TLT Associate Editor
Nigel Henry

秋 Edwin Way Tealeは秋を収穫と人の集まる時と呼びました。JALTのメンバーにとっても静岡Granship Conferenceセンターでの JALT2002会議が近づいています。William GrabeとJane Willis議長により、８つのスピーカー・ワークショップ、SIGフォーラム、そして、ポスター・セッションなどが行われます。

今月の論文では、Takakubo Fumieが看護を専攻する学生の職場で英語を学習する態度と動機を検討します。教育ツールとして個人広告使用についてのSteve Connollyによる読者フォーラムがこれに続きます。そして、最後に多読を検証するAnthony Brutonによる論文です。今月号もさらに成功した教育テクニック、支部報告、近々行われる会議についての重要な情報、その他毎月のコラムがあります。

11月22から24日の静岡Granship Conferenceセンターでの JALT2002に是非いらっしゃって、波をキャッチしてください。今年の会議はJALTジュニアの２回目の年次会議や、教材説明および多くのプレゼンテーションを特色としています。一日でも、あるいは週末をお過ごしください。学び、アイデアの交換、ネットワーク化、新たな出会い、旧知との再会の場となるでしょう。この会議は、皆様のための何かがあるはずです。

TLT Associate Editor
Nigel Henry

contents

jalt2002

3 Plenary Speakers at JALT2002

feature

5 A Study on Attitudes and Motivations Towards Learning English of Newly Enrolled Student Nurses

readers' forum

17 Using "The Personals"

opinion

23 Extensive Reading is Reading Extensively, Surely?

chapter in your life

26 Our Corporate Sponsors

my share

31 Stocking-Fillers for Teachers
32 Template-Based Conversation Cycle

off the presses

35 Jogging to Language Competence
37 Proud Sponsors of JALT

departments

38 Book Reviews
39 Recently Received
44 JALT News
44 Special Interest Groups News
45 Chapter Reports
47 Four Corners Tour 2002
49 Chapter Meetings
51 Job Information Center
53 Bulletin Board
54 Submissions
55 Staff List
26 Advertiser Index

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JALT2002
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Waves of the Future
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Plenary Speakers at JALT2002: William Grabe & Jane Willis

We are happy to have William Grabe and Jane Willis as our plenary speakers at JALT2002 in Shizuoka. It is very exciting to have the opportunity to hear from these two well-known and respected language teaching professionals. We hope that you will make the effort not only to listen to them speak, but to step up and get to know them.

William Grabe comes to us from Northern Arizona University, a center for research in applied linguistics. He is interested in research on issues in L2 reading, writing, and literacy. He also researches written discourse analysis, content-based language instruction, teacher development, and the disciplinary nature of applied linguistics.

Grabe's plenary speech will take place in Chu Hall, Sunday, 24 November, at 4:35 pm. Entitled "Riding the Wave of Change: From Theory to Practice in L2 Reading," his talk will outline effective approaches, well supported by research, for L2 reading instruction in academic settings. He will begin with a brief summary of key research findings in reading, drawing on both English L1 research and L2 research. The implications will then be explored in some detail. Discussion will be organized around the following nine issues as an overall framework for reading instruction:

1. Develop sound curriculum planning
2. Teach Comprehension Instruction Skills
3. Emphasize vocabulary learning and create a vocabulary-rich environment
4. Teach text structures and discourse organization
5. Promote the strategic reader rather than teach individual strategies
6. Build reading fluency and rate
7. Promote extensive reading
8. Develop intrinsic motivation for reading
9. Plan a coherent curriculum for student learning.

Grabe will present suggestions for implementing instructional practices associated with these issues.

Jane Willis is at Aston University's Language Studies Unit and has done research on lexical phrases, or the meaningful "chunks" of language that fill the gap between vocabulary and grammar. Much of her published research and instruction has dealt with task-based learning, and more recently she has returned her focus to teaching English to children.

She will give her plenary speech on Saturday, 23 November, at 11:30 am in Chu Hall. It is called "Making Waves for the Future: A Less Complacent Look at Language." In her plenary talk she will argue for taking a closer look at the language we teach. She will explore some current "waves" in English Language Teaching which she hopes will become more influential in the future. These include:

1. a more sharply focused needs analysis
2. the use of specifically tailored corpora for syllabus and course design
3. the identification and analysis of lexical phrases (as mentioned above).

Willis suggests there should be more emphasis on teaching aspects of spoken language, pointing to recent SLA research findings that support that. She will show how these current ELT "waves" have many implications both for materials writers and teachers, and how some of them can be put into practice, by describing the process of designing a language course for teachers of English to young learners.

While these two plenary addresses serve as "bookends" to JALT2002, don't forget that both speakers will be making additional presentations throughout the conference, alone and with others. So please check your conference schedule to find out when and where you can find them.

We are honored to host Professors Grabe and Willis at JALT2002 in Shizuoka. It is our hope that all of us at the conference will take the opportunity to listen to them and take their words with us to our own language teaching situations.

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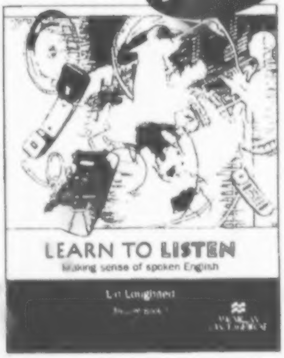

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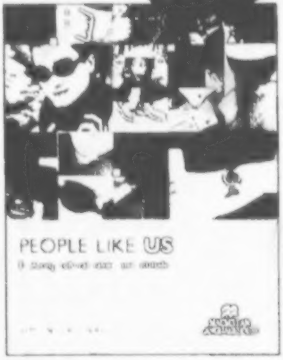

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A Study on Attitudes and Motivations Towards Learning English of Newly Enrolled Student Nurses

看護学校の学生は、過密なカリキュラムで忙しく、あまり英語学習には熱心ではない。このような場合、看護学校の初期の段階で英語学習に対する動機づけをすることが重要であると考えられる。本研究は、新入生に対する英語学習の態度と動機づけのアンケート調査であり、看護士にとっての英語の必要性を重点的に取り扱っている。

学生の動機づけは、英語の医療用語や看護用語を学びたいという将来の仕事に関係のあるものであった。しかし、学生は患者と看護士とのコミュニケーションやそのコミュニケーションの道具としての英語の重要性に気づいていた。これは、外国人患者と英語で話す必要があるということが、学生にとって強い動機づけになるということを示唆している。英語に対する恐怖や自信のなさが学生のやる気を失わせている。これらは、教授過程で、取り除かれる必要がある。

Need for English by Nurses

The need for English by Japanese nurses has been rising mainly due to the increase in the foreign population, an influx of medical information from abroad, and demands for international cooperation on Japanese nurses. These factors indicate three kinds of needs: communicating orally on medical and other matters with non-Japanese speaking patients; understanding written nursing and medical English; and using academic English for studying, training or working abroad (Ueki and Dorelle, 2000; Watanabe, 1998). English education for student nurses should meet these needs, but this has been much less emphasized than professional education.

Tight curriculum and general lack of motivation

At present, student nurses are occupied with a tight curriculum and are not particularly keen on learning English due to lack of interest in English in general, despite the fact that English is compulsory in nursing schools. In addition, the current English education situation in Japan raises concerns regarding at least two issues in terms of practice. One of them is the ability to communicate in English, and the other is the acquisition of lexical knowledge of technical terms.

English communication ability

Most student nurses are senior-high school graduates. Historically, the acquisition of communicative English at junior and senior-high schools has not been focused on in Japan (Law, 1995). Furthermore, students' concern with "how the other would feel", (for instance the fear of being ridiculed by others because of mistakes or the embarrassment at being different from others by speaking fluent English), originates in Japanese culture and could make students resist communicative language approaches and a communicative language classroom culturally inappropriate (Greer, 2000).

Lexical knowledge

According to the guidelines established by Japanese Education Ministry for junior high school (Monbusho, 1989a) and senior high school (Monbusho, 1989b), basic English has been taught in these schools. Technical terms in nursing and medicine are not taught as part of English education to junior and senior-high school students in general, and newly-enrolled student nurses study English including nursing and medical English which they have never encountered before.

Attitude and motivation

To attack these problems and find effective teaching ways, it is important to first grasp students' attitudes and motivations towards English and understand their needs, especially at an early stage.

One of the important factors constituting attitudes is language learning motivation (Wenden, 1991), which has not been a focus in language teaching in Japan. Kimura, Nakata and Okumura (2001) state possible explanations for this phenomenon are that the most popular teaching methods in Japan have been teacher-centered and that class sizes are usually large, and therefore individual factors of learners tend to be ignored. Kimura, Nakata and Okumura investigated motivations of Japanese EFL learners, though not student nurses, and their data support Reid's (1987) findings that Japanese learners who lack a predominant learning style may not be easily motivated to learn a foreign language.

Nevertheless, it is widely believed that learners' attitudes are the key element for successful teaching, and Svanes (1988) notes that high achievers are likely to develop positive attitudes as they proceed with learning. Dornyei (1998) describes language motivations as complex, and suggests that motivational factors such as instrumental motivation should receive special attention in EFL contexts where learners have not had sufficient experience with the target language community. Considering the need for English by nurses stated above, instrumental motivations related to nurse's work could have the possibility to become strong factors in successful learning in English education among student nurses. Therefore, this study was performed focusing particularly on the need for English by nurses.

Purposes of the Study

Very little data on attitudes and motivations of student nurses towards English acquisition have been reported. This questionnaire study was designed to examine how newly enrolled student nurses' attitudes and instrumental motivations towards studying English related to their future work. Motivational factors that could help to overcome problems regarding student nurses' acquisition of English communication ability and of lexical knowledge of technical terms are also indicated and discussed.

Methods

Participants

The subjects were 187 newly-enrolled students (52 males and 135 females) attending a nursing school in Ehime, Japan. The questionnaire was distributed to 93 students in April 2000, and to 94 students in April 2001. Most participants were senior high-school graduates (95.7%) and had studied English for 6 years, that is 3 years at a junior high school and a further 3 years at a senior-high school. The remaining participants (4.3%) were junior high school graduates, junior college graduates and university graduates.

Among them, 32.6% had experience working in part-time or full-time jobs, or had part-time jobs at the time of the study. All of these jobs were occupations in the medical field, such as nurse's aide (67.2%) or caretaker (26.2%), which was a characteristic of the subjects of this study.

Table 1. Students' estimation regarding necessity of English for nurses

Responses to Q3) Is English necessary for nurses? (N=182)

	Absolutely necessary	Necessary	Unnecessary	Total
Job-inexperienced	12 (9.8)	107 (87.0)	4 (3.2)	123 (100)
Job-experienced	5 (8.5)	51 (86.4)	3 (5.1)	59 (100)
Total	17 (9.3)	158 (86.8)	7 (3.8)	182 (100)

Note: Percentages are given in parentheses.

Responses to Q4) To the respondents who answered 'English is unnecessary' to Q3: Please write your reasons why you think so (N=7)

Reason	Number of students who put down the statement
Speaking Japanese and communicating by gesture are good enough.	1
Because we are Japanese, we need to speak only Japanese.	1
I have never seen foreigners at hospitals in Japan.	1
English is not used by nurses.	1
There will be no particular problems if nurses don't use English at work.	1
Nurses are not medical doctors, therefore they don't need English.	1
(No answer)	(1)

Procedures

The questionnaire items were designed to focus on students' attitudes, motivations and requests, and were written in Japanese. All items were checked for validity by three teachers of the nursing school who had each worked as nurses for over 15 years. The questionnaire consisted of 30 simple closed questions with 3 or 4 choices each for most of them, which could encourage students to respond and to show clear indications of their opinions. It also had 11 open questions which were expected to reveal more accurate responses (Nunan, 1992). The questionnaire was distributed and collected in class.

Results

Students estimate English is necessary for nurses

Table 1 shows that most students (96.1%) are aware that English is necessary for nurses regardless of their job experiences (see 'Participants' under 'Methods'). Only 3.8% of the respondents answered that English was unnecessary at work, and the reasons they mentioned seemed to have originated from their limited understanding of the present situation in Japan (Table 1).

English needs by nurses

The students' awareness of the need for English by nurses appeared to be related mostly to the require-

Table 2. Responses to Q5) Do you expect to experience the following in your future work? (N=187)

Item	1)	2)	3)	4)	Total
a) To understand English used in medical charts and/or prescriptions	136 (73.5) [72:77]	34 (18.4) [20:16]	15 (8.1) [9:7]	0 (0) [0:0]	185 (100)
b) To understand results of laboratory tests written in English	88 (48.4) [48:48]	67 (36.8) [35:40]	23 (12.6) [14:10]	4 (2.2) [3:2]	182 (100)
c) To communicate with non-Japanese patients in English	33 (17.8) [21:11]	111 (60.0) [59:61]	34 (18.4) [17:21]	7 (3.8) [2:7]	185 (100)
d) To understand medical terms (names and abbreviations of diseases, medicines and tests etc.)	139 (74.7) [72:81]	37 (19.9) [20:19]	10 (5.4) [8:0]	3 (1.6) [0:0]	186 (100)
e) To read English manuals and/or instructions on medical instruments, and attached documents of medicines or test reagents	39 (21.0) [24:16]	96 (51.6) [52:52]	35 (18.8) [17:22]	16 (8.6) [7:11]	186 (100)
f) To read articles in English medical or nursing magazines	4 (2.1) [3:0]	40 (21.4) [18:27]	70 (37.4) [40:32]	73 (39.0) [38:40]	187 (100)
g) To read English academic papers	1 (0.5) [1:0]	24 (12.9) [12:15]	77 (41.4) [44:36]	84 (45.2) [43:50]	186 (100)
h) To understand English presentations and/or to present work at international conferences etc.	4 (2.2) [2:3]	29 (15.7) [15:16]	76 (41.1) [43:37]	76 (41.1) [40:44]	185 (100)
i) To train or study abroad	7 (3.8) [4:3]	58 (31.2) [29:35]	65 (34.9) [37:31]	56 (30.1) [30:31]	186 (100)
j) To supervise or work with non-Japanese trainees from abroad	14 (7.5) [9:5]	60 (32.3) [33:31]	74 (39.8) [38:44]	38 (20.4) [20:21]	186 (100)

Note: 1) I expect to experience it frequently. 2) I expect to experience it but not frequently.
3) I don't know. 4) I expect not to experience it.
Total = total number of respondents, ( ) = percentages of the total number of respondents,
[:]=[percentages of job-inexperienced respondents : percentages of job-experienced respondents]

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Table 3. Responses to
Q6) Which English ability is necessary for nurses?

Please rank reading, writing, listening and speaking abilities in the order of importance. (N = 170)

	First		Second		Third	
Speaking	64	(39.8)	40	(24.8)	41	(25.5)
Reading	50	(31.0)	22	(13.7)	75	(46.6)
Listening	46	(28.6)	91	(56.5)	17	(10.6)
Writing	1	(0.6)	8	(5.0)	28	(17.4)
Total	161	(100)	161	(100)	161	(100)

Note: ( ) = percentages of the total number of respondents

ment of understanding written English in medical charts and prescriptions and English medical terms (Table 2, items (a) and (d)). The respondents also expected cases where nurses needed to understand results of laboratory tests written in English (item (b)) and read English manuals and/or instructions (item (e)), as well as communicate with non-Japanese patients in English (item (c)), though not as frequently as nurses would face written English in medicine or nursing. In contrast, most of them responded negatively to the items related to academic matters. The responses of the job-inexperienced subjects and those of the job-experienced subjects showed very similar tendencies, but the job-experienced subjects appeared to be more certain about the frequent need of understanding written English in medicine and nursing (items (a) and (d)), and to be less in agreement with the frequent need of English communication with non-Japanese patients (item (c)).

English ability needed by nurses

Conversely, Table 3 shows that 39.8% of the respondents put the primary importance on speaking ability, which is more than those who answered reading ability was most needed by nurses (31.0%). On the whole, the order of importance they rated

Table 4. Responses to Q7) Do you hope to do the following in the future? (N=187)

Item	1)	2)	3)	Total
a) To travel abroad	94 (50.3) [53:44]	81 (43.3) [41:48]	12 (6.4) [6:8]	187 (100)
b) To train or study abroad	24 (12.9) [11:15]	70 (37.6) [37:38]	92 (49.5) [51:46]	186 (100)
c) To read articles in English medical or nursing magazines	4 (2.2) [3:2]	58 (31.9) [30:36]	120 (65.9) [68:62]	182 (100)
d) To read English academic papers	4 (2.2) [2:3]	38 (20.7) [20:21]	142 (77.2) [78:75]	184 (100)
e) To understand English presentations and/or to present work at international conferences etc.	2 (1.1) [0.8:1.6]	27 (14.4) [15:13]	156 (83.4) [83:85]	187 (100)
f) To communicate with non-Japanese patients in English	49 (26.3) [28:23]	108 (58.1) [59:56]	29 (15.6) [13:21]	186 (100)
g) To communicate with non-Japanese patients in Japanese	55 (29.7) [33:24]	112 (61) [61:59]	18 (9.7) [6:17]	185 (100)
h) To understand English technical terms and sentences in medical charts, prescriptions and laboratory test reports etc.	151 (80.7) [79:81]	36 (19.3) [20:19]	0 (0) [0:0]	187 (100)

Note: 1) I very much hope to do it. 2)Yes, if it is possible. 3) No, I don't.
Total = total number of respondents.
( ) = percentages of the total number of respondents,
[:]=[percentages of job-inexperienced respondents : percentages of job-experienced]

was speaking > listening > reading > writing. There were no significant differences observed between the job-inexperienced subjects and the job-experienced ones. The discrepancy between these findings and the preceding one which implies that reading ability is most frequently needed at work, might reflect the students' concern that in general Japanese nurses' speaking ability is lower than their reading ability and it needs to be developed further so as to communicate with non-Japanese patients in English.

Motivations

The data in Table 4 (item (h)) indicate that student nurses are highly motivated to study medical and nursing terms. This finding is supported by the results that the students' awareness of necessity for English appeared to be related mostly to the need to understand English medical terms and English used in medical documents (Table 2, items (a) and (d)).

English communication with non-Japanese patients

Table 4 (item (f)) also showed that 84.4% (=26.3%+58.1%) of the respondents hoped to communicate with non-Japanese patients in English in the future. Considering the fact that nearly half of the respondents answered they did not hope to train or study abroad (item (b)), and more than half of them did not hope to read English medical or nursing magazines and academic papers (items (c) and (d)) and were not interested in other academic involvement (item (e)), communicating in English with patients may have the possibility of becoming a strong motivation.

This study primarily focused on instrumental motivations related to the participants' future work, but the results showed that they had other strong instrumental motivations such as 'traveling abroad' (Table 4, item (a)). Kimura, Nakata and Okumura (2001) reported that 'traveling abroad' was one of the main reasons Japanese students learn English. The results of this study suggest that Japanese student nurses would not be exceptions, and further research on other motivational factors needs to be performed on student nurses.

Communication with non-Japanese patients in Japanese

Table 4 also presents the striking results that 89.7% (=29.7%+61.0%) of the respondents hope to communicate with non-Japanese patients in Japanese in the future (item (g)), despite the fact that more than 80% of the respondents also hope to communicate with non-Japanese patients in English (item

Table 5. Responses to Q8) Do you agree with the following? (N=183)

Statement	1)	2)	3)	Total
a) It is important for nurses to communicate well with patients.	173 (98.9) [98:100]	2 (1.1) [2:0]	0 (0) [0:0]	175 (100)
b) There will be no problems if nurses can' t communicate well with patients.	0 (0) [0:0]	10 (5.6) [4:6]	167 (94.4) [96:94]	177 (100)
c) I will try to answer in English if non-Japanese people who don' t understand Japanese ask me something in English on the street.	108 (61.0) [67:48]	57 (32.2) [24:52]	11 (6.2) [9:0]	177 (100)
d) I will try to answer in English if non-Japanese people who don' t understand Japanese ask me something in English at a hospital when I am on duty as a nurse.	129 (74.6) [77:69]	38 (22.0) [20:27]	6 (3.5) [3:4]	173 (100)
e) Non-Japanese people who visit Japanese hospitals and receive treatment in Japanese hospitals should understand Japanese.	48 (29.6) [30:27]	68 (42.0) [46:32]	46 (28.4) [24:41]	162 (100)
f) Because English is the international language, it is recommended that Japanese staff and non-Japanese patients receiving treatment in Japanese hospitals communicate in English.	65 (42.2) [44:35]	68 (44.2) [46:40]	21 (13.6) [10:25]	154 (100)

Note: 1) Yes, I agree. 2) I don't know. 3) No, I don't agree.
Total = total number of respondents,
( )= percentages of the total number of respondents,
[:]=[percentages of job-inexperienced respondents : percentages of job-experienced]

(f)). To grasp the causes for these equivocal attitudes of the students would be important for teachers in order to motivate them and help them in obtaining English communication ability. Therefore, these students' attitudes toward communicating in English with patients were further investigated.

Nurse-patient communication

The importance of nurse-patient communication seemed to have penetrated the attitudes of almost all respondents (Table 5), which was supported with a high negative correlation between item (a) and item (b). The students might take engaging in English communication with English-speaking patients as a part of nurses' responsibility as larger percentages of the respondents (74.6%) answered they would try to use English to communicate with non-Japanese patients (item (d)) than those (61.0%) who answered that they would communicate in English with non-Japanese people on the street (item (c)).

Questions No.13 to 15 (Tables 6 and 7) were intended to investigate students' objective opinions regarding the duty of hospital staff from the viewpoint of the patient, assuming that the students visited a hospital where hospital staff did not understand Japanese. No notable differences were observed between the answers of the job-inexperienced subjects and those of the job-experienced. The results listed in Table 6 indicate that the students can imagine patients' inconvenience or distress caused by the lack of nurse-patient communication. Teachers could mention these points to remind student nurses of the importance of English communication with patients.

Communication medium

Table 7 shows that the majority

Table 6. Responses to Q13) What would you think if medical staff of the hospital you visit don't understand either English or your native language (Japanese)? Please write what you would think. (N=172)

Statement	Number of students who put down the statement	
I would feel distress, resignation or anxiety.	66	(38.4)
I would think the hospital staff should have studied English to communicate with patients.	36	(20.9)
It is shameful that the hospital staff could not communicate in English or Japanese.	20	(11.6)
I would be angry at the hospital staff for being incapable of communicating in English or Japanese.	18	(10.5)
I would communicate with the hospital staff by making gestures or drawings.	16	(9.3)
I would be in a panic.	12	(7.0)
I would think the hospital staff should have understood Japanese.	4	(2.3)

Note: ( ) = percentages of the total number of respondents

Table 7. Communication medium: Suppose you get sick or are injured in a foreign country where you don't understand or speak their own language. Responses to Q14) How would you communicate with the hospital staff who don't understand Japanese? (N=170)

Statement	Number of students who put down the statement	
I would use English.	126	(74.1)
I would make gestures or drawings.	42	(33.3)
I would still use Japanese because it is the only language I can speak.	12	(9.5)
I would make conversation by means of writing English.	8	(4.7)

Note: ( ) = percentages of the total number of respondents

Responses to Q15) To the respondents who answered 'I would use English' to Q14: Please write your reasons. (N = 126)

Statement	Number of students who put down the statement	
English is the international language.	50	(39.7)
English is a common language.	42	(33.3)
There should be at least a few people around who understand English.	12	(9.5)
I expect most people in most countries can understand English.	7	(5.6)
English is the only language I have studied except Japanese.	4	(3.2)
(No answer)	(11	(8.7))

Note: ( ) = percentages of the total number of respondents

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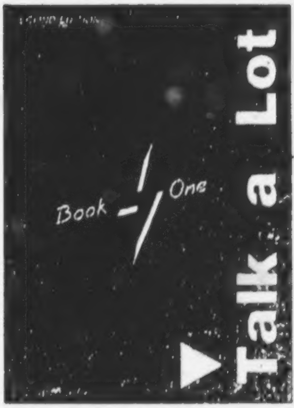

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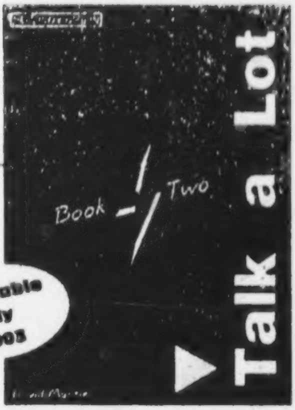

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of respondents (74.1%) think English is the most appropriate communication medium. Together with the reasons for using English (Table 7), the results again suggest that these students are aware of the importance and usefulness of English as a communication too.

Passive attitudes
The data presented in Table 5 (item (d)) showed that approximately 75% of the respondents would try to answer in English to non-Japanese patients who didn't understand Japanese if they were on duty as a nurse.

Yet, nearly 30% of them agreed that non-Japanese patients in Japanese hospitals should understand Japanese (Table 5, item (e)) and only around 40% of them supported English communication between Japanese staff and non-Japanese patients (Table 5, item (f)). This coincides with the findings that a great number of the students hope to communicate in English and also in Japanese (Table 4, items (f) and (g)). These results indicate that the students' attitudes towards carrying out English communication with non-Japanese patients are rather passive, and they rely on non-Japanese patients speaking and understanding Japanese. This tendency was more obvious for the job-experienced subjects (Table 5, items (c), (d) and (f)). In order to motivate students to acquire communicative English, it will be essential to clarify the factors that discourage them from communicating in English.

Table 8. Students' negative feelings towards English:
Responses to Q10) To the respondents who answered 'I don't agree' to Item (d) in Q8 (Table 5): Please write your reasons. (N = 44)

Reason	Number of students who put down the statement	
My English communication ability is low.	25	(56.8)
I don't understand English.	8	(18.2)
I am poor at English.	7	(15.9)
I have no confidence in speaking English.	4	(9.1)

Note: ( ) = percentages of the total number of respondents

Responses to Q12) To the respondents who answered 'I don't agree' to Item (f) in Q8 (Table 5): Please write your reasons. (N = 21)

Reason	Number of students who put down the statement	
Either English or Japanese seems to be OK.	9	(42.9)
Because hospitals in the topic are Japanese ones and we are in Japan.	8	(38.1)
I can't speak English.	4	(19.0)

Note: ( ) = percentages of the total number of respondents

Negative feelings towards English
Almost all respondents pointed out their poor English ability, especially their low English communication ability (56.8%) as a reason for not communicating in English with non-Japanese patients (Table 8). In addition to these reasons, their reliance on Japanese language contributed to their being against English communication between Japanese staff and non-Japanese patients (Table 8). Most of the students (71.4%) who resisted communicating in English with patients answered they would call for colleagues who could speak better English, which again suggests their lack of confidence in English (Table 8).

These results indicate that although the students are aware of the importance of nurse-patient communication and the usefulness of English in communication, their negative feelings towards English hinder their even hoping to engage in English communication with non-Japanese patients and having the motivation to do so. Further study into students' attitudes regarding teacher's use of language in a classroom revealed their negative feelings towards English more clearly.

Table 9. Students' preference on teacher's use of language in the classroom (Q16) (N = 178)

Preference	Number of students agreeing with the statement	
1) Almost 100% L1	33	(18.5)
2) 75% L1 and 25% L2	50	(28.1)
3) 50% L1 and 50% L2	77	(43.3)
4) 25% L1 and 75% L2	15	(8.4)
5) 100% L2	3	(1.7)

Note: L1 = Japanese, L2 = English, ( ) = percentages of the total number of respondents

Preference for Japanese (L1) use in English (L2) acquisition
As shown in Table 9, approximately 98% of the respondents preferred a Japanese teacher of English to use Japanese in the classroom. Almost half of them

Table 10. Breakdown for students' needs of teacher's L1 use in English classrooms (Q17) (N=175)
(A multiple-choice question to the respondents who chose 1), 2), 3) or 4) in Q16)

Statement	Number of students students who chose the statement	Total
1) Translation of English sentences and words	92 (100)	-
2) Explanations for English sentences and words		112
2a) in L1 only	24 (21.4)	(100)
2b) in L2 and by L1 translation	88 (78.6)	
3) Explanations for grammatical points and pronunciations		107
3a) in L1 only	26 (24.3)	(100)
3b) in L2 and by L1 translation	107 (100)	
4) Classroom instructions		114
4a) in L1 only	42 (36.8)	(100)
4b) in L2 and by L1 translation	72 (63.2)	

Note: L1= Japanese, L2= English, ( ) = percentages of the total number of respondents who agreed with each item.

preferred L1 over L2, and the students who expected a teacher to speak L1 and L2 at an equal rate were the greatest in number. There were no significant differences found between the job-inexperienced and the job-experienced subjects.

Table 10 shows that L1 translation is reportedly needed not only for lexical acquisition, but also for semantic and syntactic knowledge, and classroom instructions. The total numbers of students who chose item 1, or items 2a+2b, or items 3a+3b, or items 4a+4b, were similar, suggesting no strong preference for particular use of L1. The percentages of respondents who required both L2 and L1 (items 2b, 3b and 4b) were much higher than those for L1 only (items 2a, 3a and 4a), which indicates most of them are willing to be challenged.

Reasons for L1 translation

The reasons for students' language preference in the classroom are listed in Table 11. The data show that there are students who fear English, hate English or lack confidence in their English ability. A few of the respondents mentioned that they did not understand the contents of the class when only English was used and they got irritated, which eventually put them off more. Although there were students who had positive attitudes toward L2 learning, many of them claimed their English proficiency was low, and because of that they required L1 translation to understand L2.

The data presented in Table 11 also suggest that use of L1 could create a relaxed atmosphere in a classroom. According to Rogers' humanistic psychology (Brown, 1987, p70), student-centered teaching contributes greatly to their learning process, which indicates that teachers need to look at mental aspects of students and reflect them in teaching. Using L1 for these students may increase the students' ability to develop their English comprehension.

Conclusion

This study suggests that newly enrolled student nurses are aware of the importance of nurse-patient communication in nursing and the usefulness of English in communication. Therefore, taking part in English communication with non-Japanese patients could become a strong motivation in the acquisition of communicative English. At present, it is probably too challenging to expect all Japanese nurses to communicate with non-Japanese patients in English about serious or complicated medical matters, or to expect all student nurses to study English aiming to reach this level, but the acquisition of simple nursing English such as English for carrying out daily conversations with patients, for taking personal histories and giving simple directions in laboratory tests, could be a strong instrumental motivational factor for newly-enrolled student nurses.

The main obstacles appear to be the students' negative feelings towards English, such as fear of English, dislike of English and a lack of confidence. Therefore teachers need to neutralise these feelings, for example, by creating a non-threatening classroom environment. In this study, the students expressed a strong preference for L1 use in L2 acquisition, and it seems reasonable from the viewpoint of student's psychology that teachers accept their preference at the beginning of the first term, a starting point which may have crucial effects on the teaching process for the newly-enrolled student nurses. Then increase comprehensible input by exposing the students to English more and more as time passes and as the students' level progresses, since the results of this study also suggest that most of the students are willing to be challenged.

Burden (2002) points out the "I'm poor at English" syndrome which has been prevalent among many Japanese English learners. He suggests a teaching approach which leads learners to have a sense of accomplishment through manageable tasks in order to displace the "I'm poor at English" syndrome. A teaching approach of this kind may also be applied to student nurses.

Acknowledgment
The author would like to express sincere gratitude to Professor Carol Rinnert, Hiroshima City University, for her invaluable comments and insightful suggestions.

Table 11. Reasons for students' preference in languages used by a teacher in English classrooms (Q18) (N = 65)

Reason	Number of students who put down the statement
I cannot fully understand what is taught in classes when a teacher uses only English.	18 (27.7)
I do not understand English at all.	16 (24.6)
I am poor at English.	11 (16.9)
I may get used to English if I keep listening to a teacher speaking English, but I do not understand all English used in a class.	4 (6.2)
I absolutely hate English.	4 (6.2)
I want to hear English at least in English classes, because I do not have other opportunities.	3 (4.6)
My English listening ability is poor.	3 (4.6)
I want to increase my English listening ability.	2 (3.1)
I do not think it is an English class if only Japanese is used in a class.	2 (3.1)
I feel relieved when I hear Japanese translation after English.	2 (3.1)
Japanese is easier to understand because I am Japanese.	2 (3.1)

Note: ( ) = percentages of the total number of respondents who agreed with each item.

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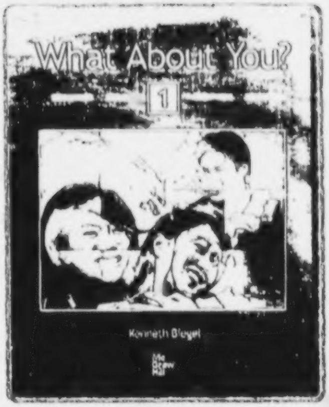
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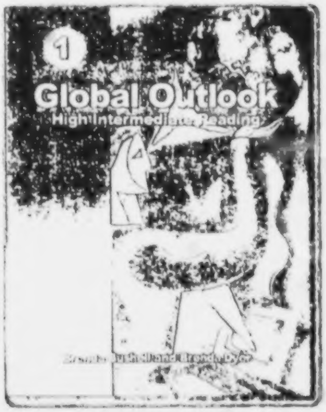
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Using "The Personals"

Steve Connolly

In thirteen years of teaching English in Japan, I have found that one gap in the communicative competence of intermediate and advanced Japanese learners of English is in their abilities to describe the physical and personality characteristics of themselves and other people. Two potential reasons are the natural cultural reticence of the Japanese to talk about themselves and others, and the relative physical homogeneity of the Japanese.

To help remedy this shortcoming, I have used the "Personals" (used generically here), or similarly titled sections of various weekly newspapers from the United States, with various groups of learners. Here is an example from the "Men Seeking Women" section of the *Seattle Weekly*:

> TECHIE SEEKS TECHETTE
>
> Grad-degreed prof, 40. NDNS. Excellent cook, adequate dancer, great potential parent seeking educated, intelligent woman who enjoys romance, adventure, science, technology, theater, art. Extra points if you've read Heinlein.

I have used this realia with groups ranging in ability from lower-intermediate to mid-advanced. The lessons have ranged from choosing a few personal advertisements (hereafter *ads*), and merely reading and discussing them, to carrying out various tasks using the ads as the language focus. The lessons have been an unqualified, roaring success. Indeed, L2 learners seem fascinated with these kinds of ads. They are not alone; it is a standing joke in the US that "The Personals" sections in these types of publications are read before any of the other sections.

It is no secret that motivation is a critical factor in learning, in general and including L2 learning. Skehan (1989) points out that positive influences upon students' motivation "could be the use of materials and activities with greater inherent interest . . . ." Nation (1999) says, "Motivation and interest are important enabling conditions for noticing. The choice of content can be a major factor stimulating interest."

Dornyei (1994) characterizes "four motivational factors . . . . The first category, *interest*, is related to intrinsic motivation and is centred around the individual's inherent curiosity and desire *to know more about him or herself and his or her environment* [my italics]." Given the interest that "The Personals" engender, this realia and the attending tasks fit the conditions for a high level of motivation and therefore learning.

The remainder of this paper is devoted to:

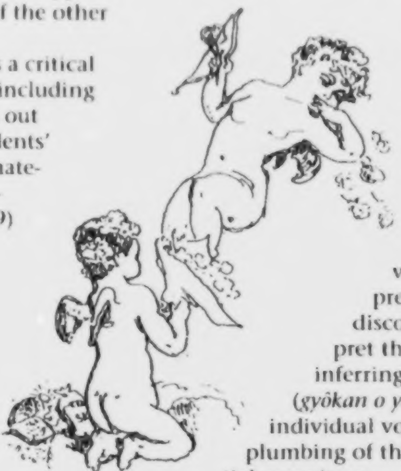
- an examination of the ads and an assessment of their value as a language learning tool,
- a series of interrelated tasks, and
- suggestions as to potential additional follow-up tasks.

The Ads

Teaching advantages using this realia

The ad section used in this discussion was "Person-To-Person" from the *Seattle Weekly* (1999, July 22). The *Seattle Weekly* is a tabloid-style weekly arts and entertainment newspaper. It includes some local business, sports and news reporting. It is enormously popular, free, and can be picked up at myriad locations on the streets of Seattle.

One attractive characteristic of the ads is their brevity. These "reading-bytes" are of a size that encourages the learners. The number of ads can easily be adjusted to fit any class time allotment, even as time-fillers. Nation (1999) points out that "[n]oticing involves decontextualisation. Decontextualization occurs when the learners give attention to a language item as a part of the language rather than a part of a message." I would characterize the ads as being *semi-decontextualized*, i.e., they are contextualized in the sense that they describe the physical and personality characteristics of people, but are decontextualized in the sense that they are like short lists, rarely contain complete sentences, and are devoid of superfluous verbiage, e.g. function words.



However, even though the vocabulary items in the ads are present in a seemingly depleted discourse context, in order to interpret them, they require a great deal of inferring or "reading between the lines" (*gyôkan o yomu* in Japanese). Indeed, the individual vocabulary items often require a plumbing of the greatest depths of their potential meanings.

Additional teaching opportunities

The focuses of the tasks that follow are adjectives describing the physical and personality characteristics of people. In terms of this type of vocabulary item, the ads are a gold mine. But, the ads provide additional teaching/learning opportunities: a wealth of non-adjectival vocabulary, a potpourri of cross-cultural information, and much more. For example:

- The ads can be used to dispense with those potentially insulting vocabulary items that Japanese may unwittingly use inappropriately (e.g. *fat*), as well as misdirected uses of certain polysemic vocabulary items (e.g. *smart*).
- The ads contain a very healthy dose of regional cultural information, hobbies, interests, and activities which can be of value in training L2 learners interested in specific areas overseas.
- Besides the standard abbreviations listed on the first page of the section, the ads contain some less common abbreviations of interest that may require inferring from context, e.g. *attr* to mean *attractive*—a kind of built-in cloze activity.
- The ads often contain Western measures.
- The ads underscore the existence of racial preferences with regard to dating.
- The ads reflect a concern for the health of the responders, especially with regard to sexually transmitted diseases. This helps raise the social consciousness of the learners.
- The ads often include references to concerns for the environment, an ancillary benefit in fostering some environmental awareness.
- The pages can be used as an opportunity to teach positions on a page, e.g. third ad from the bottom, second column from the right.
- Finally, and most importantly, the ads include a blizzard of humor and, therefore, the undeniable motivational value of humor, and they can act as a window to the nature of the target culture's humor and humor values. Discussions of the ads invariably give rise to very spirited exchanges, occasionally bordering on hilarity.

Vocabulary analysis

Just how much of a language gold mine are the ads? Two columns of ads were selected at random. They contained 24 separate ads. All of the adjectives (e.g. cute), adjectival phrases (e.g. down-to-earth) and adjective-like items (e.g. w/kind-heart to mean kind-hearted) describing the physical appearance and personality characteristics were extracted. These three different adjectival constructions will hereafter be referred to as adjectives. After discarding descriptive and other abbreviations (e.g. DWF, ISO), the intensifier, very, and repetitions of the same adjective (e.g. attractive appears five times), the 24 ads were found to contain 118 different and distinct adjectives. A quick analysis of the ads reveals a whopping 16% of the total words in the ads (742) are different and distinct adjectives.

Then the question arises as to how many of the vocabulary items show up on West's (1953) first 1000- and second 1000-word most-frequent vocabulary lists: about 50%. For the higher level learner, learning reinforcement of some vocabulary would occur as a result of the repeated appearances. The other 50% would be known or unknown low- frequency vocabulary, which provides a potential for learning reinforcement, or perhaps, with vocabulary never met before, an opportunity rife with learning potential.

It should be realized that implied meanings can be far different from decontextualized meanings. For example, *drive* is on the first 1000-word list. However, *driven* might be known to the higher-level learner, but perhaps not as it is applied to people. For another example, while both *full* and *figure* are on the first 1000-word list, and most learners know the meanings of both, *full-figured* (in one of the ads) has an entirely different meaning. The learner would have to try to infer the meaning of the combination from the parts and their context.

General Task Goals

The following tasks are designed to facilitate the achievement of two major learning goals:

- the learning of vocabulary related to the physical and personality characteristics of people, and
- the improvement of general conversation skills, including both listening and speaking.

The tasks include a wealth of opportunities to satisfy Nation's conditions for a successful task: negotiation, repetition, generative use, involvement, and successful completion of the task. The tasks also follow the conditions outlined by Willis (1996): "[T]asks are always activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome." They may include elements from all six of those task types delineated by Willis: listing, ordering and sorting, comparing, problem solving, sharing personal experiences, and creative tasks. This combination of tasks seems to fit especially well into Nation's (1999) "three important processes that may lead to a word being remembered," i.e., noticing (including negotiation and defi-

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nition), retrieval, and to some extent perhaps, creative or generative use.

Teacher Instructions

General instructions

- Many cities have weekly publications that include "Personals" sections. Choose any of these, but be sure to review the content so as to avoid those with potentially offensive content.
- Make a photocopy for each learner, but do not hand out the copies until after the initial brainstorming tasks are complete. Make the size as large as possible: the ads will be easier to read and the learners can make notes, etc.
- Advise the learners to ignore the ages given by the ad placers, especially if you intend to have learners choose mates which appear to suit them best.

Specific task procedures

Following are the specific procedures that may be followed in carrying out the various tasks. I have developed forms to facilitate carrying out these tasks; copies are available upon request.

1. Have the learners brainstorm potentially applicable vocabulary describing physical and personality characteristics.
2. Have the learners brainstorm the possible meanings of the standard abbreviations (e.g. *DWM*) which are often found on the first page of the section. Discuss the answers.
3. Choose one learner from the class—preferably single, a comparatively high-level speaker, outgoing, and unlikely to be embarrassed—as the person who will place a personal ad in the newspaper (hereafter referred to as the "designated learner").
4. Assign each learner a different page; the learner chooses one or more ads. From their ads, the learners then choose adjectives describing physical or personality characteristics, the meanings of which are either unknown to them or about which they are unsure.
5. The learners, in turn, read their ads out loud so as to provide a platform for facilitating group interaction and interpretation. As a group, the learners discuss the meanings of the words and then classify them according to the categories on their worksheets. The teacher must try not to intervene unless the final meaning of the word determined by the learners is far from the intended meaning. As a group, the learners then categorize each characteristic according to a) whether it is a physical or a personality characteristic, b) whether it is a desirable or undesirable characteristic, and c) whether it applies to men, women or both. They may also want to discuss synonyms and antonyms, although discussing alternate meanings may result in confusion later on.
6. After a corpus of vocabulary has been built up, all of the learners, including the designated learner, review the vocabulary individually. The designated learner may be allowed to add characteristics that fill any serious gaps in his or her concept of an ideal mate. The other learners choose characteristics that they personally believe suit the designated learner best, and rank them in order from one (most important) to ten. They each turn over their sheet, provide an oral synopsis of the ideal mate for the designated learner and justify their choices. The designated learner must agree or disagree with each speaker, in turn, and must justify his or her reasons for doing so. The other learners assist the speakers with vocabulary they may not recall. The speakers are encouraged to use the chosen vocabulary, or to generate heretofore new and potentially applicable vocabulary.
7. As a group, the learners continue to discuss their choices and the reasons for making those choices toward the (nearly impossible) goal of arriving at a consensus "ideal mate" for the designated learner.

Potential follow-up activities

- If the writing macro-skill is to be addressed, the learners may want to write ideal-mate ads for the designated learner or for themselves. The learners may actually want to place ads.
- The learners may wish to, or be required by the teacher to, select the characteristics that they see as comprising their *own* ideal mates. One must tread lightly here in the event that there are relationship problems. Also, some learners are loathe to discuss their mates.
- After discussing the "noticed" vocabulary, discussions of alternate meanings and alternate uses of the vocabulary items, synonyms, antonyms, etc. invariably arise.
- Without fail, discussions give rise to questions about negation, affixes and word parts. Using Nation's list (1990) of common prefixes and "The Fourteen Words," a major examination of this subject could be timely, given enough time and learners of the level who might benefit from such an examination. Indeed, this discussion could very well occupy several hours of class time.

The number of potential follow-up activities is practically limitless, constrained only by the imagination of the teacher. The original task may even be repeated with a different designated learner, and/or different vocabulary items.

Conclusion

I would characterize these related tasks as the most consistently successful activity that I have ever used with higher level learners. The reason, as has been stated, is the extremely high level of motivation that this subject creates. If there is an Achilles' heel to the whole activity, it would probably be a result of a needs analysis. That is, in many cases, particularly with Japanese company employees at higher levels of English proficiency, a need for this specific type of vocabulary may be minimal, except, perhaps, in the personnel section of a multi-national company. That said, the response of the learners has been that the enjoyment of the activity is high enough and motivating enough that a lot of related and ancillary vocabulary is generated, not all of it related to the physical and personality characteristics of humans.

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Extensive Reading is Reading Extensively, Surely?

Anthony Bruton, University of Seville, Spain

To their credit, Day and Bamford (1998, the most extensive of their publications on the topic) resuscitated the issue of extensive reading. In current FL methodology, very often practices that preceded the so-called communicative approach are revived, but with claims for novelty and innovation rather than revival. This means that the ideas can be marketed as being new, and with an even wider scope of application than before. I think that is partly the case here. In the discussion that follows, reference will be made to the traditional use of terms in FL/SL reading which did actually need to be clarified in their time, before considering Day and Bamford's so-called "extensive (adapted) reading approach" (ERA) and concluding that extensive reading is really just that.

Traditional Practices and Terms

To understand the current meaning of extensive reading, it is useful to refer to the traditional contrast between extensive and intensive reading. Originally, the two terms were applied to pedagogical categories, as in "intensive reading lessons" and "extensive reading lessons/activities," and the two were perfectly compatible for many practitioners. However, with the advent of the communicative approach along with the selective adoption of authentic texts and the development of reading strategies, the two terms necessarily came to be sharply distinguished.

Pedagogically, intensive reading lessons were normally characterized as having comprehension and language-focussed tasks completed communally by the whole class. Both reading strategies and language input were central concerns. In the same respect, extensive reading was either communal, with exploitation activities from a reader, or individualized, with the students each selecting their own texts.

In fact, short texts with comprehension and language tasks can be photocopied and laminated for self-access, so that they are completed individually. And more extended texts can be accompanied by comprehension and language tasks, though it might be contradictory if the purpose is developing reading fluency.

Clarifications

Intensive reading is really a way of reading. Williams (1984) contrasts it with other "styles" of reading, including "rapid" reading and "extensive" reading (p. 12). For Grellet (1981) the purpose of intensive reading is "to extract specific information" (p. 4), while Brumfit (1984) suggests that the pedagogic purpose of intensive reading is "accuracy" (p. 53).

Although extensive reading is a style for Williams (1984), aimed at "fluency" for Brumfit (1984), and for "pleasure" according to Grellet (1981), the term should really apply to "the amount of L2 material which learners are required to read" (Hafiz & Tudor, 1989, p. 5) and not be confused with the "so-called 'cognitive reading skills' of skimming and scanning" (Robb & Susser, 1989, p. 241). In fact, extensive can apply to a number of "amounts":

1. The amount of new text that is read.
2. The breadth of reading as in "wide reading" (Stoller & Grabe, 1993, p. 31) as opposed to "narrow reading" around a particular topic or particular genres of text (Schmitt & Carter, 2000, p. 5).
3. The amount of text consumed, but not necessarily new text, as in "repeated reading" (Samuels, 1997, p. 377).
4. The amount of time spent reading.

These distinctions are significant because extensive reading, for example, is often associated with the reading of narrative texts, either in simplified or unabridged form. However, extensive reading can be applied to breadth of reading, that is, to the reading of different types of text: newspapers, magazines, comics, novels and so on. On the other hand, any text can be read intensively, or non-intensively, depending on the purpose the reader has in reading the text, or part of it.

Two Current Proposals

The reading of (supposedly more difficult) genuine/authentic texts for different purposes, sometimes requiring the development of compensatory reading strategies due to their difficulty, was justified in terms of learning to communicate by communicating in realistic contexts/co-texts (Little, Devitt, & Singleton, 1989). In fact, both compensatory and non-compensatory strategies were fairly central to this option, and students read a variety of texts, from adverts to the words of songs, from personal letters to recipes. This communicative reading option is currently contrasted with the (extensive) reading of large amounts of "easier" texts independently, championed by Day and Bamford (1998). It might be called the reading for pleasure option, since this is the goal.

Day and Bamford's "approach" is actually based on reading (easier) narrative texts, which are either abridged or specially written. By giving it the label of an approach, it means that extensive reading is all-embracing and central, rather than additional or peripheral. As for the narrative texts, there is no novelty at lower levels of reading since attempts have always been made to offer texts at an appropriate level for the students—nobody was suggesting that FL readers should tackle authentic novels prematurely. However, and this is the confusion, other genres of text are more difficult to adapt/write convincingly, so the issue really becomes a matter of careful selection of appropriate texts and tasks, in order that there is engagement and authentication by the readers (H.Widdowson, personal conversation at IATEFL 2001). For this reason, Nuttall (1996, p. 38), admittedly talking about intensive reading in the pedagogical sense, argues that the teaching of FL reading can be skills-based or text-based, or presumably a balance of the two.

Limitations of an Extensive Reading "Approach"

The fundamental flaw with extensive reading as an "approach" is that the evidence is not very encouraging that low to middle level FL readers actually can improve even their sight vocabulary through reading simplified texts without support (see Hafiz & Tudor, 1989, 1990; Tudor & Hafiz, 1989; and less relevantly Elley & Mangubhai, 1983). In fact, reading a large number of texts at a level that is accessible and enjoyable seems to encourage reading fluency at the level the student is at, but does not necessarily lead to "booting up" of language in Day and Bamford's (1998) terms. In a very illuminating article, Nation and (1999) suggest that the vocabulary development benefits come at the higher levels of graded reading, and that, in the meantime, lower level readers might need to be given direct vocabulary instruction and to use the dictionary, when entering a new level especially, apart from needing to read approximately one book a week.

Apart from choosing and reading accessible texts, the supposed novelties of ERA are that—in the FL—reading for pleasure should be an end, not just a means; the focus should be on reading only; it should not be directed; the diet should be stories written for FL readers; the texts should be at i minus 1; and, the emphasis is on quantity and fluency rather than quality and accuracy. Not novelties at all really, but certainly questions for debate.

Apart from offering few novelties, a closer reading of ERA unfortunately reveals the following contradictions: including EFL and ESL reading under the same umbrella; emphasizing free/pleasurable reading, but recognizing the possibility of all types of assessment; emphasizing personal responses, but accommodating the use of prescribed questions; emphasizing choice, but recognizing the possibility of communal class readers, reading aloud, etc.; de-emphasizing language focus, but including vocabulary diaries and dictionaries; emphasizing reading at an i minus 1 linguistic level, but including i plus 1 as well, and not explaining how reading actually develops; emphasizing more reading, without explaining when the genuine texts and varied genres are introduced. In fact, one has to conclude that ERA is neither a coherent reading approach, nor does it clarify teacher intervention, nor does it either explain or gauge language development.

Alternative Dimensions

For these reasons, whether or not the reading is communal so that everyone is reading the same text, and whether or not the reading is supported with tasks, there might be rather more significant variables than the term "extensive" being applied to a conglomeration of rather arbitrary characteristics. The communality feature is particularly significant in terms of potential teacher support and intervention. If there is teacher support and intervention, students can be helped to develop different reading strategies while coping with more difficult texts (at i plus 1) than if they were on their own. The question of tasks reflects the fact that students can read texts which have written instructions and tasks to be completed independently, or texts

which do not. That is not to say that other variables such as text type, length, or level and type of reading are unimportant, but the former two factors are considered more significant in differentiating potential pedagogical practice. In Figure 1, the four possible boxes are all compatible, although they imply different practices.

Figure 1. *Dimensions for supervised FL reading*

	+focussed tasks	-focussed tasks
+ communal texts		
- communal texts		

Conclusion

My feeling is that in the EFL/ESL field there should be fewer claims of innovation, with a greater recognition of previous practice and its benefits, however limited. Likewise, the scope of application of revived or novel practice should be constrained to where it has been shown to be effective. This applies to ERA as well. Apart from that, clarity in the definition and use of terms is paramount, and, in this case, extensive reading should be recognized as just that, reading extensively.

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Chapter in Your Life

edited by joyce cunningham & miyao mariko

This month, Mark Zeid, JALT2002 Program Co-Chair, informs us about the invaluable assistance received from our corporate sponsors. The coeditors of this column invite you to submit an 800-word report about your chapter or group in Japanese, English, or a combination of both.

Our Corporate Sponsors

This year's conference, JALT2002, taking place at Granship Shizuoka on November 22-24, is going to be a great success, thanks in no small part to our Corporate Sponsors (formerly Associate Members). These companies, universities, and individuals once again have given us extraordinary assistance, which will enable us to enjoy two full days of 350 presentations, meetings, displays, and lots of fun.

The cornerstone of this support once again is the British Council, which is sponsoring our plenary speaker, Jane Willis, from Aston University in Birmingham, UK. For more than a decade, the British Council has supported JALT conferences by sponsoring plenary speakers and participating in all of our programs.

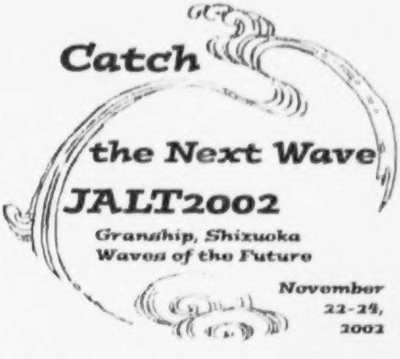
One of the most visible signs of support will be the Oxford Debate and Classics Party, being brought to us by Towry Law and Oxford University Press. The event starts with a debate among several featured speakers including Henry Widdowson. Immediately following the debate, an Irish band will provide music while conference participants get the chance to socialize with free drinks. In addition, there will be a drawing at the party with some great prizes.

Possibly the most popular sponsored item will be free coffee for all conference participants throughout the two days in Shizuoka. This year, the Corporate Sponsors have combined their resources to provide this service. All of the Corporate Sponsors participating in the Educational Materials Exhibition are helping to pay for free coffee for everyone.

Another visible sign of support will be the name badges provided by Temple University.

One of the most remarkable signs of support is the size of the Educational Materials Exhibition. More than 40 publishers, universities, booksellers, and other companies are participating in the event. This will be one of the largest displays of educational materials, continuing educational programs, and other services in years. Included are several new members with new, interesting products for teachers.

The greatest support has come from individuals who have given us so much assistance, guidance, and encouragement. Paul Riley from Oxford University Press took on the role of AM liaison and helped us set up meetings to prepare for the conference. He also gave a great deal of advice on how to deal with many of our problems. James Hursthouse of TCI Japan helped arrange the coffee service. Uwabo Mayumi of Thomson Learning and Niwano Keiko of Scholastic persuaded their companies to provide us with materials for JALT2002. Bill Gatton of DynEd, Japan, along with Abax, Longman Pearson, and Cambridge University Press, helped us with setting up services at the conference and promoting participation among the Corporate Sponsors.



While individual sponsorship may be limited, mainly due to economics, the support, understanding, encouragement, guidance, and generosity have been unprecedented. Of course, there will be plenty of small gifts for all conference participants from those companies at JALT2002. The greatest support of all? The friendship and assistance of all those who continue to make JALT and our annual conference the best in Asia.

Reported by Mark Zeid, JALT Business Manager

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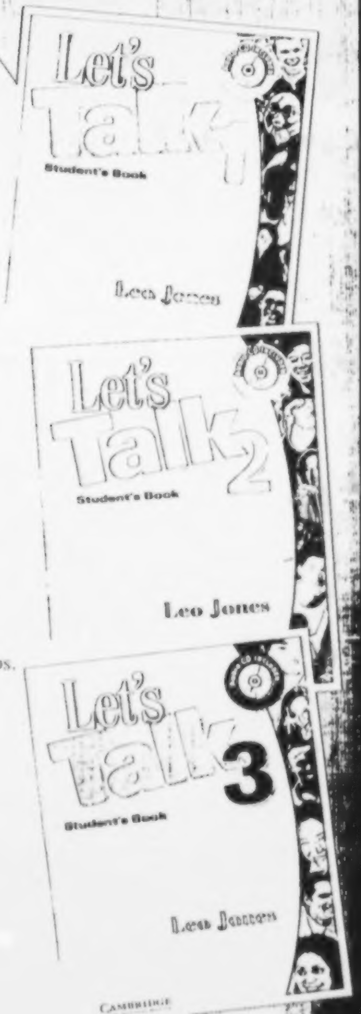
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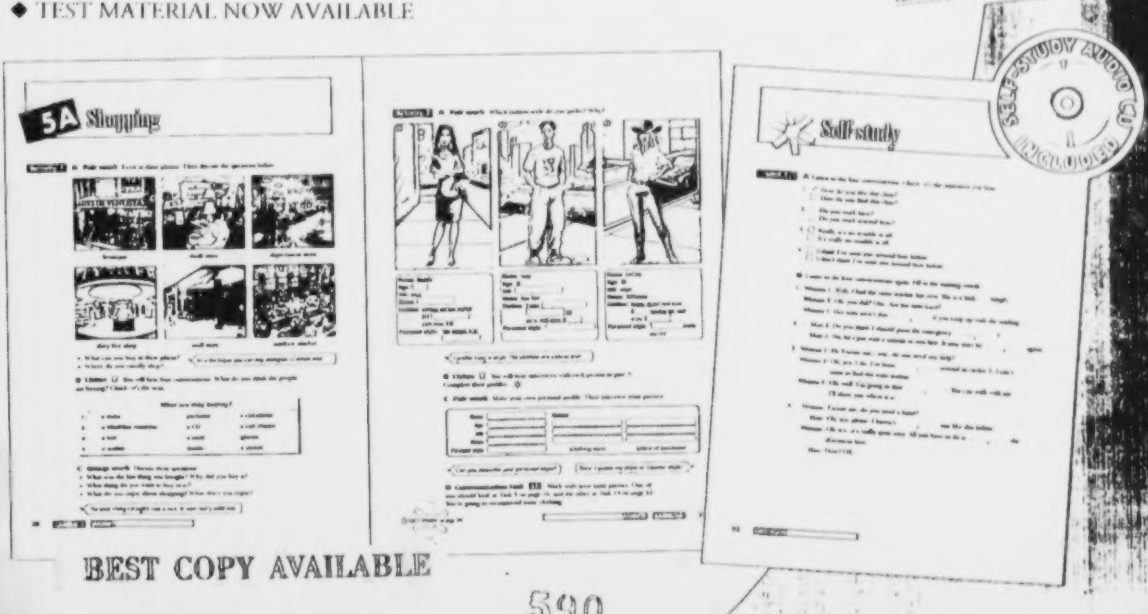
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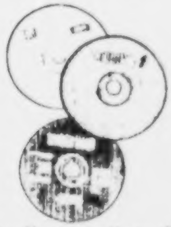

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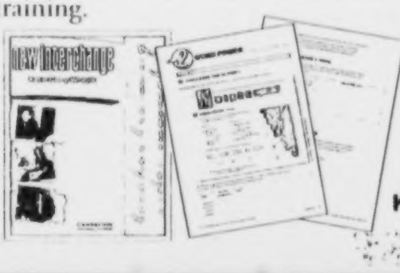

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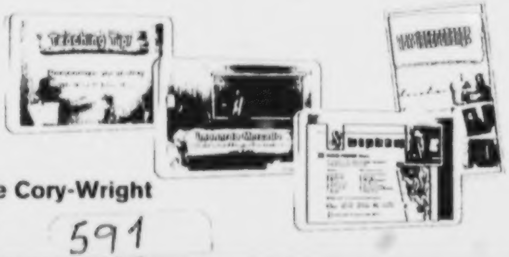

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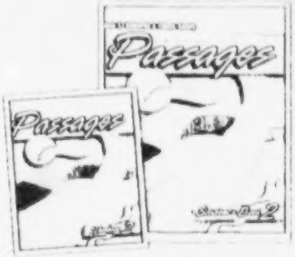

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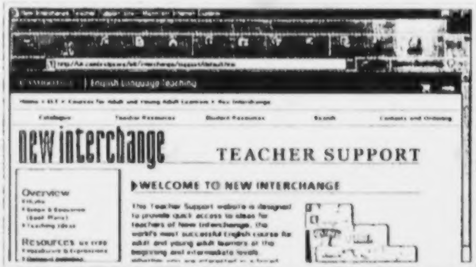

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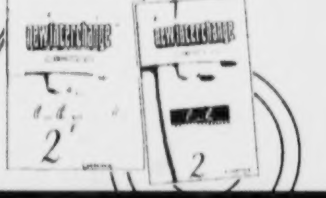

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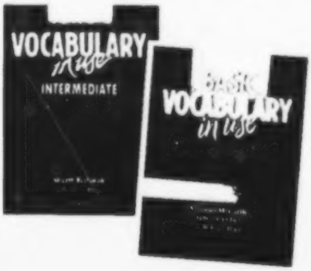
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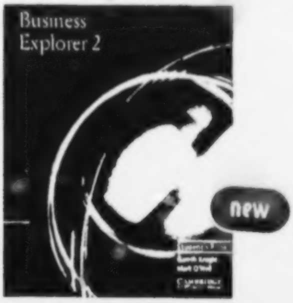
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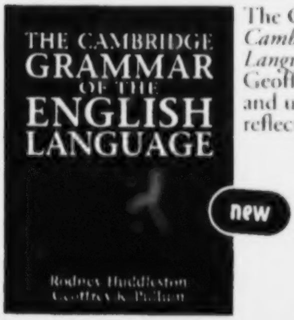
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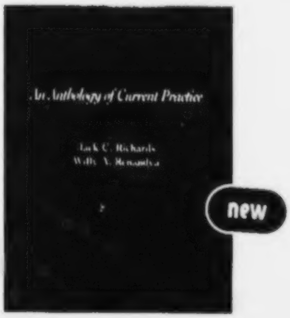
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My Share

edited by erin burke

"My Share—Live!" Materials Swap Meet will be happening at JALT2002 in Shizuoka on Sunday afternoon, November 24, between 2:10 and 3:30 in room B-2. Bring 50 copies of an original lesson or activity to the Materials Writers SIG table any time before 2:10, and you will get a ticket to the swap meet, allowing you to take home a bundle of good ideas from your fellow swappers. For more information, contact MW SIG Programs Chair John Daly at <john-d@sano-c.ac.jp>.

And for those of you who teach young learners, the Teaching Children "My Share" at JALT2002 is on Saturday, November 23, from 4:35 to 5:55 in room B-1. Bring a lesson plan that has been successful in your teaching. It has to be on one A4 size paper, with a title, the target age group, materials to prepare, step-by-step instructions, and the length of the lesson included. Drop off 50 copies at the JALT Junior Desk by 4 o'clock Saturday. For information, contact Setsuko Toyama at <setsuko@seagreen.ocn.ne.jp>.

Stocking-Fillers for Teachers: Some December Lessons

James W. Porcaro, *Toyama University of International Studies*
<porcaro@tuins.ac.jp>

Quick Guide
Keywords: Recitation, presentation, discussion, things Japanese
Learner Level: From high (false) beginner
Learner Maturity Level: High school and above
Preparation: Time needed to make handouts
Activity Time: One or more class lessons
Materials: Copies of handouts

The days just before winter vacation are ideal for presenting lessons fit for the season. The gift-giving custom of the Yuletide and the variety of things Japanese that mark the yearend and New Year can provide material for some enjoyable and productive lessons.

Recitation

Recitation of stories is an activity suitable and adaptable for almost any language level class with at least basic reading proficiency. Story texts provide students with words in context and setting so that they can actively use the language with meaning and purpose. Recitation can be a stimulating and effective oral exercise for developing better pronunciation, articulation, intonation, phrasing, rhythm, pace, fluency, and voice projection and control (see Porcaro, 1999).

"The Gift of the Magi" by O. Henry is a wonderful classic story for the Christmas holiday season. I use it in a manageable, abbreviated form of 400 words from the textbook *Spectrum* (1994). The story line and characters are clear and simple, and it also contains some dialogue. It can elicit in recitation a range and force of dramatic expression, individual interpretation, and a variety of oral and other presentation skills.

After students have read the story and answered worksheet items for homework, I model a recitation of the story. I then divide the text into three or four approximately equal sections—or split up the dialogue of the characters and the narration within the story. Students practice their recitation in small groups, reading the text aloud several times, rotating among them the designated parts again and again. In this manner of cooperative learning, with successive readings, they can share, discuss, and critique their efforts, making the recitation a collaborative exercise, while developing individual interpretations for later presentation before the entire class.

Discussion and presentation

A natural follow-up activity for "The Gift of the Magi" is for students to talk about a special gift that they gave to someone (at any time for any reason) and one that was given to them. This may be done simply as pairwork or small discussion groups and/or prepared for public speaking presentation before the entire class. In the latter case, students speak without any notes for about one minute on each of their two gift stories.

A further follow-up activity is for pairs or small groups to discuss an appropriate Christmas gift for each of their classmates. Especially when members of the class know each other fairly well, this can be a lively and interesting discussion. The teacher should give out a class list with space for students to record their gift ideas. Afterwards, a composite list may be made and given to the full class so that each student can read and respond to the gifts their classmates have chosen for them.

Things Japanese

The yearend and New Year is a period rich in cultural traditions and activities in Japan. Here is a list of 20 prominent items. For ways in which to devise many lesson activities and tasks from them, see *Summertime Things Japanese* (Porcaro, 2002) in July's My Share column.

joya no kane (temple bells ringing on New Year's eve)
kouhaku uta gassen (New Year's Eve TV song program)
mochitsuki (pounding rice cakes)
Christmas cake
oseibo (yearend gifts)
bounenkai (yearend party)
osouji (yearend housecleaning)
toshikoshi soba (New Year's Eve noodles)
osechi ryouri (special New Year's foods)
hatsu-hi-node (first sunrise)
hatsumoude (first visit to a shrine or temple)
kakizome (first calligraphy)
takoage (kite flying)
hanetsuki (game with a paddle and shuttlecock)
karuta (New Year's card games)
nengajou (New Year's greeting cards)
juu-ni-shi (twelve zodiac signs)
otoshidama (New Year's gift of money to children)
nenshi-mawari (visiting relatives and friends)
kagami-mochi (New Year's decoration)

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Template-Based Conversation Cycle

John Hopkinson, ***Aichi Gakuin University***<jph@gol.com>

Quick Guide
Key Words: Groupwork, conversation technique, grammar
Learner English Level: All
Learner Maturity Level: All
Preparation Time: Five minutes
Activity Time: 15-45 minutes
Materials: None

This activity allows students to create short conversations in which they fit personal information into phrasal or grammatical templates. It requires no preparation beyond a little thought, maximizes speaking practice time, can run for some time, and appears to be highly enjoyable. In fact, the first time I tried this I was astonished that the students—in a relatively reticent class—didn't seem to want to stop even after 45 minutes or so.

For the purpose of this exercise, a template is nothing more than a sentence with gaps the student must fill in, such as:

When I _____, I used to _____, but now I _____.

As you can see from the examples further on, I try to make the templates as rhetorically natural as possible. Explaining how certain conversational markers such as *you know* to presage a new topic are used or how rhetorical questions may be used to provide emphasis.

Step 1: Firstly, write a number of diverse templates on the board, arranged in a circle with arrows between them, so as to create a clockwise cycle. Label the template in the twelve o'clock position as the starting point, perhaps by underlining it, or by writing *start* in a different color chalk.

Step 2: Students can then form themselves (or be formed) into small groups. It is important that the number of students in each group differs from the number of templates in the cycle, so that each time the cycle is completed the students are not creating the same kind of sentences.

Step 3: Label the students in each group A, B, C, etc., and indicate that they are to take turns completing sentences in the forms of the templates on the board. Indicate that having reached the start point again they are to continue, as they will be making different sentences each time around. Simply creating sentences is not particularly interactive, so in the center of the cycle where it will always be under the students eyes, I write a kind of role script At its simplest this could be something like:

Your turn: Make a sentence.
Others: Ask a question about that.

Or more challengingly:

Your turn: Make a sentence. Give another piece of information.
Others: React. Ask two questions. Give an opinion.

This opens a chance for the instruction and practice of conversational techniques, as well as language structure.

Step 4: After 10 minutes or so, stop the exercise and ask all the *A*s to raise their hands. They should then bid their group farewell and move on to another group. Repeat this step every 5 or 10 minutes, nominating a different letter each time, and off they go, mingling, getting to know each other, and practicing English, while the templates provide an element of control. As the classrooms at the university where I work feature that bane of language teachers everywhere—rows of desks and seating bolted to the floor—I usually ask my students to do this exercise standing up in the aisles between the desks, which facilitates the subsequent changing of group members.

Step 5: The templates themselves are interchangeable too; once the structures in the cycle have been thoroughly practiced they can gradually be erased and replaced by others. Tmy sharemy sharemy sharehus a cycle with the aim of providing controlled practice of functions of a specific grammatical topic, the present perfect tense perhaps, might contain templates such as:

START

You know, I've never_____ but _____.

The _____est _____ I've ever _____ is _____.

I haven't_____ yet today / this month / recently.

Did you know that I've been _____ for _____ now?

It can quite naturally be made to segue into an entirely different cycle such as reviewing structures studied in previous lessons. In the template gaps, one could also write grammatical indicators (such as a small *n* to indicate a noun), to remind students what kind of grammatical element is required.

This exercise has turned out to be extremely flexible, useful, and has the added charm of simplicity with minimal preparation.

Unsung Heroes

Checking reference formats, sorting out subject-verb agreement, correcting capitalization run rampant: all these and more are tasks performed by our eagle-eyed proofreaders to give *TLT* its final, professional [illegible]. What do they receive in return? Apart from the satisfaction [illegible] job well done, only an easily overlooked listing on the Staff page of each issue—and sometimes not even that. The October, 2002, *TLT* carried an out-of-date list of proofreaders, failing to acknowledge the proofers who had actually contributed to that issue. Here, belatedly, is the October roll of honor:

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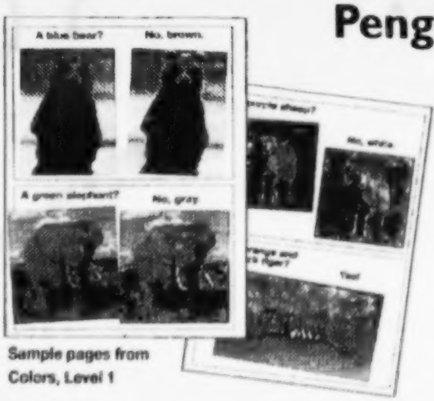
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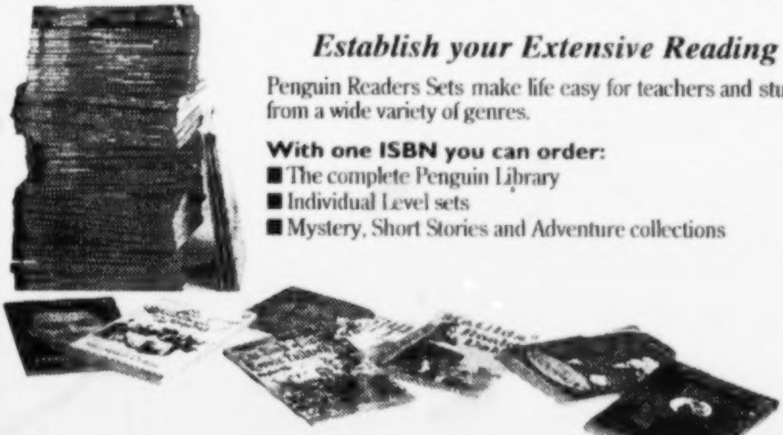

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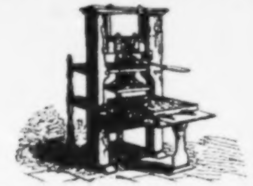

Advertising Feature

Jogging to Language Competence

This article is dedicated to the memory of Louis Alexander [1932-2002] who, amongst his many contributions to English language teaching, wrote many successful graded readers and laid down some of the fundamental principles of extensive graded reading.

Understanding extensive reading: Most teachers accept that extensive reading brings enormous benefits to language learners but few have analyzed the process in order to understand why this should be true.

Intensive and extensive exercise: Some of us have built exercise into our lives. We go to the gym for weight training. We also jog, swim, cycle, or do aerobics.

Intensive and extensive reading: Intensive reading is like guided weight training. It requires great effort from the reader along with the advice and supervision of a personal trainer who teaches the correct procedures for different tasks and exercises.

Extensive reading is gentler and requires less guidance and supervision. Extensive reading, like jogging, is largely controlled by the reader. Joggers decide where, when, how far, and how fast they jog. Joggers vary their routes, avoiding steep hills on some days, or reduce their distance in bad weather. Most joggers follow a program, gradually increasing the difficulty or distance of their routes as their capacity develops.

Similarly, extensive readers choose what they read, when, and how long they read. If they currently read at Level 3, they still might occasionally choose a book at Level 2 or attempt a book at Level 4. Many readers value this freedom and independence. Other readers prefer the companionship of others, reading in pairs or small groups, stopping to discuss their reactions and feelings. At the end, they may exchange ideas and make plans for their next reading excursion. Their motivation to continue reading is sustained by the partner or group.

Graded reading: Graded reading was largely invented by Michael West in Bengal in the 1920s. He was particularly concerned with the density of unknown vocabulary in reading texts. He developed a principle of readability based on lexical distribution. The texts used in schools at that time contained too many difficult words packed too closely together. Almost every sentence contained an unknown word. West adapted the texts, sometimes substituting familiar words and extending the overall length of the texts to provide a greater context of comprehensible language, which pupils could use to understand the unknown words. This reduced the density of unknown vocabulary from 1:7.4 in the old texts to 1:44.7 in his New Method texts.

West's *New Method Readers*, published by Longman in Calcutta starting in 1927, began the principle of vocabulary control in extensive reading materials. Structural grading was introduced with the *Longman Structural Readers* series devised in 1968 by W. Stannard Allen, D. K. Swan, and G. Walsh. The same principles have been refined by Andy Hopkins and Joc Potter for the *Penguin Readers* series.

Krashen and comprehensible input: Stephen Krashen has argued that humans acquire language by receiving "comprehensible input." He defined comprehensible input as being language which is a bit beyond our current level of competence. We are able to understand language containing unacquired grammar and vocabulary with the help of context, which includes extra-linguistic information (such as illustrations), our knowledge of the world, and previously acquired linguistic competence.

The authenticity debate: Some argue that because of the "processed" nature of the language in graded readers, they do not represent authentic language. This is a very limited view. We all "grade" our language according to the person we are speaking with. Failure to grade is seen as arrogant and rude. Richard Day and Julian Bamford have described graded readers as "language learner literature." The language is "processed" and simplified.

The teacher's role in extensive reading: Returning to our jogging metaphor, the teacher's role in extensive reading is not the role of a personal trainer in the gymnasium. The teacher's role is to inspire, suggest, sustain, guide, and enthuse.

The teacher needs to stand back and appreciate what is happening inside the students' brains when they are reading. They are turning black marks on a white page into ideas, pictures, and events. Reading is sometimes dismissed as a "passive" skill, but students are "making" sense of the language in a very active way. They are constructing a comprehension by combining what they can decode from the language with their imagination and knowledge of the world.

In conclusion, my jogging metaphor weakens somewhat when we consider motivation. People jog partly because they enjoy jogging but mostly for health benefits. Students' motivation to read comes from their interest in the content of what they read. Graded readers allow students to understand and to enjoy what they read.

To learn more about Longman's Penguin Readers, <www.penguinreaders.com> is an excellent website. You can also contact Longman ELT directly at 03-3365-9002 or email us with questions or requests at <elt@pearsoned.co.jp>.

Nick Dawson

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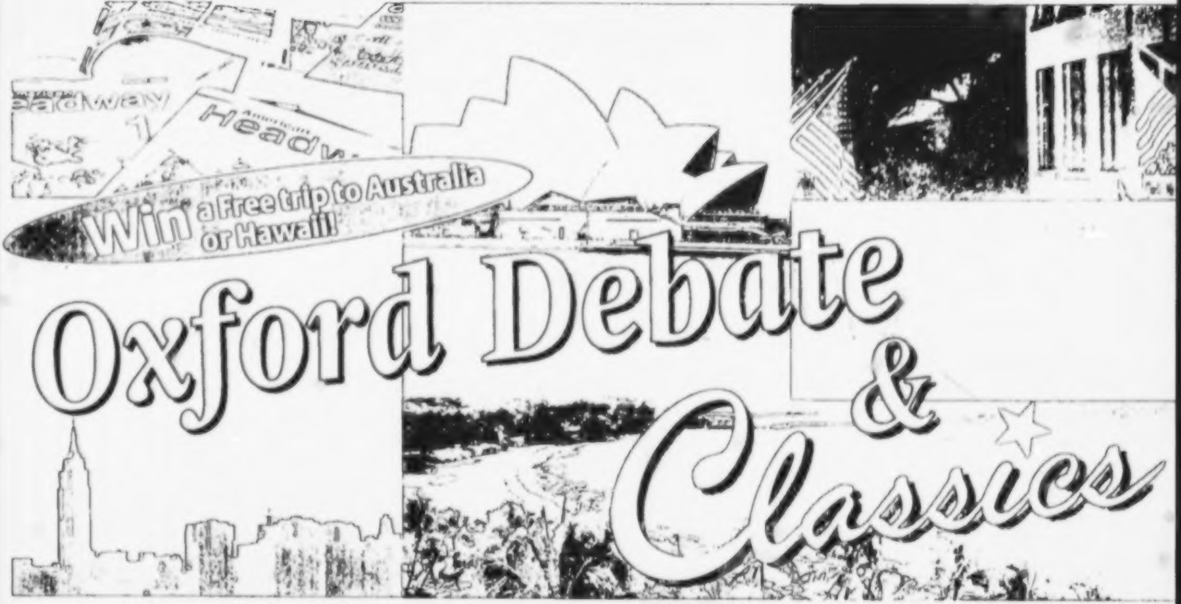
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Oxford Debate & Classics Party

at the National JALT Conference 2002

Towry Law and Oxford University Press are proud to present the main social event of the National JALT Conference 2002, **The 'Oxford Debate' and 'Classics Party' on Saturday, November 23rd**. The evening kicks off at **6:10pm** in the Chuo Hall with the Oxford Debate. The Debate will be presided over by JALT Featured Speaker Prof. Henry Widdowson and include a panel of well-known linguists focusing on issues of relevance to language teaching. The Oxford Classics Party will immediately follow from **7:15 to 8:45** in the event space behind the EME in the Dai Hall. The party presents a **chance to win one of two trips, to Australia or Hawaii**, while enjoying wine, beer, light refreshments and entertainment by the "Rising Pints," a lively Irish Band.

タオリー・ローとオックスフォード大学出版局は11月23日(土)、National JALT Conference 2002においてオックスフォード・ディベートと、オックスフォード・クラシックスパーティーを開催いたします。ディベートではヘンリー・ウィドウソン教授と、語学教育に携わる有名な語学研究者をパネラーとしてお迎えし、午後6時10分より中央ホールにて行います。その後、オックスフォード・クラシックスパーティーを、午後7時15分から8時45分まで大ホールステージ脇にて開催します。パーティーではワイン、ビール、軽食にアイリッシュバンドRising Pintsの演奏をお楽しみいただくほか、オーストラリア旅行、ハワイ旅行が当たる抽選会も行います。ぜひご参加下さい。

The 'Oxford Debate' and 'Classics Party' Information

Date: 23rd Nov. 2002 Saturday
Venue: National JALT Conference 2002: Granship, Shizuoka
Debate: 18:10-19:00 - Middle Hall - Earth
Party: 19:15-20:45 - Main Hall - Ocean

▶ *Party Entry and Prize Draw Form: Available at the National JALT Conference 2002*

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Bibliography

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Dawson, N. (1998). *Penguin readers teacher's guide to using graded readers*. Pearson.

Day, R. & Bamford, J. (1998). *Extensive reading in the second language classroom*. CUP.

Harmer, J. (2001). *The practice of English language teaching* (3rd ed.). Pearson Education Ltd.

Krashen, S. D. (1985). *The input hypothesis*. Longman.

Advertising Feature

Proud Sponsors of JALT

Towry Law and Oxford University Press are proud to present the main social event of the 2002 JALT National Conference, **The Oxford Debate and Classics Party** on Saturday, November 23rd. The evening kicks off at 6:10 p.m. in the Chuo Hall with the Oxford Debate, presided over by JALT Featured Speaker Prof. Henry Widdowson, and features a panel of well-known linguists focusing on issues relevant to language teaching. The Towry Law/Oxford Classic's Party immediately follows from 7:15 to 8:45 in the space behind the EME in the Dai Hall. The party presents a chance to win one of two trips, to Australia or Hawaii, while enjoying wine, beer, light refreshments, and entertainment by the **Rising Pints**, a lively Irish Band.

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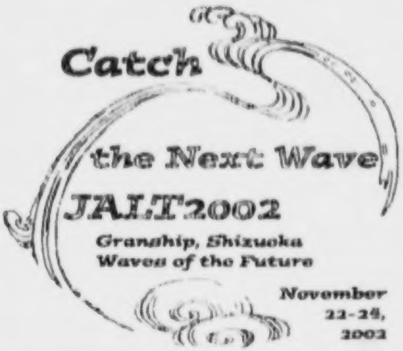

Towry Law is one of the few western advisers to be registered with the Ministry of Finance and is therefore legally able to provide financial advice to residents of Japan. We maintain Professional Indemnity Insurance and provide clear and transparent information for our clients.

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Do you have adequate retirement provision in place? Please come to our presentation on Saturday 23rd November at 2:45 p.m. in Room 1001-2 to find out. The 45-minute presentation will focus on new onshore defined contribution pension plans available to employers and a range of retail investments aimed at individual clients. We will provide insights, advice, and information on a corporate and individual level.

If you would like to find out more information, with no obligation, then please visit our stand and take five minutes to talk to one of Towry Law's professional advisors. Alternatively please feel free to contact us on 03-5210-5501 or email us at <info@towrylaw.co.jp>. Our website is <www.towrylaw.co.jp>.

Oxford University Press

OUP was the first associate member of JALT and we have been supporting the organization and its membership for the nearly 30 years that JALT has been in existence. This year is no different as we bring back the popular Oxford Classics Party to JALT2002, sponsor giveaways of trips-for-two to the USA, and provide service to teachers that is second to none, through our fully bilingual ELT website, our OCSS, Kids' Club teacher support groups, and our 10-member team of trained ELT Consultants. There has never been a better time to see what we can do for you!

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For the second consecutive year, our online services saw a major upgrade in October. We launched an updated ELT Japan website at <www.oupjapan.co.jp> with enhanced search functions and a redesigned look to make it even easier to find what you need. In particular, please try our Ask Oli (OnLine Interactive Virtual ELT Representative) search engine. Oli recommends an OUP title based on a series of questions he poses to you. There is also an online catalogue and a browse-by-category search function. Our website is your first stop for information on our titles, requesting samples, joining one of our teacher service programs, looking for a bookseller near you, or finding details on one of the many events we participate in over the course of the year.

***American Headway*: Head to America Contest**
To celebrate the launch of our comprehensive new four-skills course *American Headway*, we're giving away three **free** trips-for-two to the United States with Northwest Airlines and Apple World Hotels. One of the trips will be given away to a lucky teacher attending the Oxford Classics Party at JALT2002. For more information and to register to win the other two trips, visit our contest website at <www.oupjapan.co.jp/ah/contest/>.

Oxford Teachers' Clubs
We are proud to sponsor The Oxford Campus Support Service and the Oxford Kids' Club. These two teachers' organizations endeavour to make a positive contribution to English education in Japan and provide outstanding service for teachers using our materials. Membership is free and qualifies you for a number of great benefits. For more information, or to join either group, please go directly to the club pages on our website:

OCSS - <www.oupjapan.co.jp/csupport/>

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Oxford University Press/British Council Seasonal Forums
We are extremely happy to bring Professor Henry Widdowson to Japan this year. In addition to being a Featured Speaker at the conference and moderator at the Oxford Debate, Professor Widdowson will speak at five OUP-British Council Forums in Japan the week after the National Conference. After the presentations, teachers can stay on for a reception and enjoy a glass or two of wine as well as scintillating conversation with colleagues and the esteemed linguist. OCSS members will receive direct notification of these great events.

We look forward to seeing you at JALT2002 and wish you an enjoyable conference. Please remember to visit the Towry Law and Oxford University Press stands to enter the grand prize draw and see what these two great companies can do for you. Good Luck!

Departments

Book Reviews

edited by amanda obrien

***Expressions 2: Meaningful English Communication 2*.** David Nunan. Boston: Heinle & Heinle/Thomson Learning, 2001. pp. vii + 134. Student Book: ¥2,100. ISBN: 0-8384-2245-4. Workbook: ¥2,500. ISBN: 0-8384-2246. Teacher's Book: ¥2,500. ISBN: 0-8384-2249-7. Audio CD: ¥4,500. ISBN: 0-8384-2389-2.

Expressions 2 is a well-planned controlled textbook targeting low-intermediate learners in a three-level series. The textbook, which integrates the four skills, is written by well-known researcher and successful material writer, David Nunan. The framework of this text is supported by his belief in language learning principles and current theoretical trends in the field of Applied Linguistics, such as consciousness raising, formulaic chunks, learners' strategies, and focus on form.

The textbook comprises 16 units that gradually increase in difficulty and follow a similar structure throughout the text. First, target grammatical features and schema building exercises are introduced, followed by listening and reading of a model dialog. This exposes learners to the target grammar and the linguistic functions likely to occur within a context. An illustration is included to help learners visualize the situation. A warm-up activity that introduces vocabulary prepares students for the listening task. Phonological aspects are also practiced. Detailed grammar explanations are provided in a chart and are followed by two grammar-focused activities: one a consciousness-raising activity, and the other more focused on language production. The next listening activity, Talk Some More, focuses on grammar points and involves filling in missing words or putting them in the right order. The productive but well-controlled information gap task, Work In Pairs, is an effective and meaningful way to further practice the target grammar because the learners are required to produce the targeted, fixed chunks to achieve the task goal. In contrast, Express Yourself is a productive but less-controlled speaking task usually done in pairs or groups using surveys and roleplay. Think About It provides a paragraph-long reading and questions in an attempt to raise learners' cultural awareness on certain issues that deal with cultural differences, including topics such as exchanging business cards and interview questions. Write About It provides a short reading and topics to encourage writing. In addition, a page-long reading excerpt allows practice of reading strategies such as skimming and scanning. Finally, each unit finishes with a review section that recycles the grammatical features and vocabulary items. The audio cassette/CD is recorded from a variety of contexts, and the language used is General American English.

The workbook exercises are similar to the ones in the textbook, giving the students the opportunity to further practice targeted lexical phrases and vocabulary. In addition, students complete reading sections with comprehension questions and write their own compositions. Overall, the workbook certainly fulfills the purpose of providing additional activities for self-study.

The website can be a useful self-access tool for homework, to help improve the learners' computer literacy, and to monitor their learning. For each unit, tasks related to the topic are provided to encourage the learners to search for the information on the Internet. These are rather challenging for the learners in terms of task complexity. They could also be used as a class activity; students would work in groups and report their findings on the website. An online quiz consisting of 14 multiple-choice questions on vocabulary items, grammatical features, and readings for each unit can be used for reviewing and/or assessment purposes. The advantage of online quizzes is that they are easily administered: The learners input their answers and they are automatically scored.

In addition, the *Expressions* series includes an assessment package containing four types of assessment batteries: placement test, unit quizzes, mid-term/final examinations, and performance test guidelines with level descriptors. All are multiple-choice questions and therefore relatively easy to correct. Teachers can definitely adapt the test forms into assessment tools for various purposes.

In conclusion, I highly recommend the textbook, especially for those who teach first-year students who are not yet accustomed to learning communicatively, since it consists of well integrated, linked, and controlled structures and activities. Overall, *Expressions 2* is a user-friendly text for both teachers and students.

Kumazawa Takaaki
Ibaraki University

Recently Received

compiled by jennifer danker

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will not be available for review after the 30th of November. Please contact the Publishers' Reviews Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to the Publishers' Reviews Copies Liaison.

Books for Students

Coursebooks

*Time to Communicate. Bray, E. Nan'Un-Do, 2002.
Oxford English for Information Technology. Glendinning, E., & McEwan, J. Oxford University Press, 2002.
New Headway English Course (Beginner). Soars, J., & Soars, L. Oxford University Press, 2002.

Supplementary Materials

*Classroom English. Gardner, B., & Gardner, F. Oxford University Press, 2000.
*Intercultural Activities. Gill, S., & Cankova, M. Oxford University Press, 2002.
*Presenting New Language. Hadfield, J., & Hadfield, C. Oxford University Press, 1999.

Books for Teachers

contact Kate Allen <kateob@kanda.kuis.ac.jp>

Intercultural Business Communication. Gibson, R. Oxford University Press, 2002.
Methodology in Language Teaching: An Anthology of Current Practice. Richards, J. & Renandya, W. (Eds.). Cambridge University Press, 2002.
Stylistics. Verdonk, P. Oxford University Press, 2002.

If you would like to order or ask about *Talking to Yourself in English*, please contact The International English Book Centre at: <info@ebcoxford.co.uk> (specialist advice) or <sales@ebcoxford.co.uk> (general enquiries).

For information on advertising in *TLT*, please contact the JALT Central Office:
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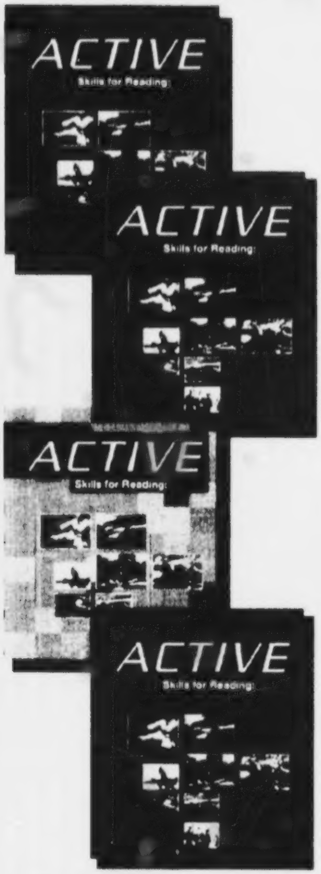
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Neil J. Anderson is a teacher educator in the MA TESOL program at Brigham Young University. His research interests include second language reading, teaching and learning styles, language learning strategies and language evaluation and testing. In 2001-2002, he served as President of TESOL International.

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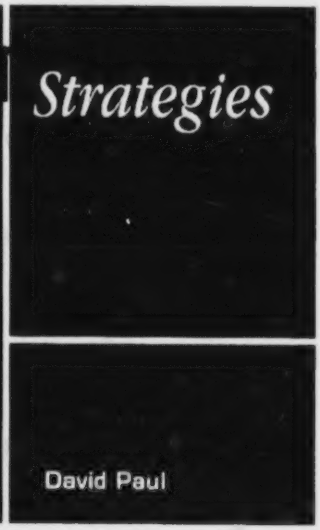

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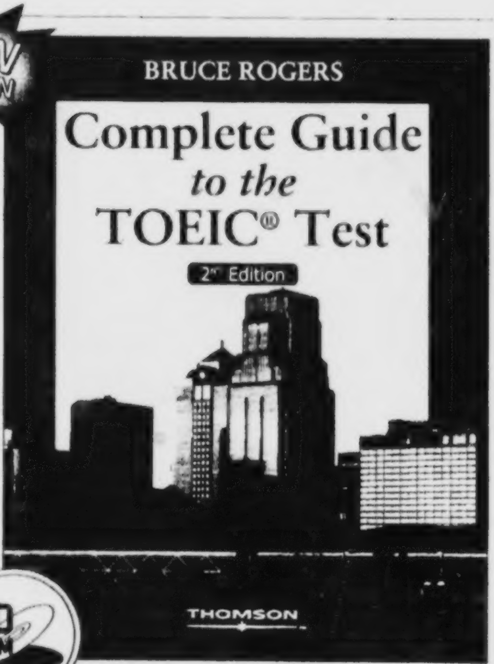

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JALT News

edited by mary christianson

November is here and JALT2002 is just a few weeks away. We look forward to seeing you all back at the Granship in Shizuoka November 22-24, which many of you may remember from JALT2000. It's a great conference site, and you can expect the same excellent variety of presentations and energized professional atmosphere that you can only find at a JALT conference. Don't miss it! This will also be your chance to meet the newly elected national officers and find out about the issues affecting our organization—come to the conference Ordinary General Meeting on Sunday.

Announcement of Second JALT Ordinary General Meeting

The November 2002 Ordinary General Meeting

Date: November 24, 2002
Time: 12:15-1:15 p.m.
Place: Shizuoka Convention and Arts Center Granship, Shizuoka City
Room: Chu Hall
Agenda: Item 1. Approval of elected Directors
Item 2. NEC Election
Item 3. Other important issues concerning the administration of JALT

Submitted by Ishida Tadashi, Acting President of JALT

通常総会のお知らせ

2002年11月通常総会

開催日: 2002年11月24日
時間: 午後12時15分より1時15分まで
場所: 静岡市、静岡コンベンションアーツセンターグランシップ
部屋: 中ホール
議題: 1. 選出された理事および監事の承認
2. 選挙管理委員長および選挙管理副委員長の選出
3. 全国語学教育学会運営に関するその他の重要事項

石田正全国語学教育学会理事長代理

Special Interest Groups News

edited by coleman south

Bilingualism SIG—At JALT2002, look for the Bilingualism SIG's two newest publications: Vol. 8 of the *Japan Journal of Multilingualism and Multiculturalism*, and a monograph entitled *The ABC's of Bilingualism*. We will also have back issues of our journals and monographs for sale.

Pragmatics—On February 16, 2003, the Pragmatics SIG is planning to cosponsor the ***Temple University Applied Linguistics Colloquium***. Anyone who would like to report on their completed research or on a work in progress on pragmatics or any other area of applied linguistics should submit the following: 1) a cover page with the title of the paper and name/s of authors with their affiliation, telephone/fax number(s), postal and email addresses; 2) a 50-word summary (indicate whether it is completed research or a work in progress); and 3) an anonymous 150-word abstract. Please send the above as an attachment using Word or RTF to <tuj-linguistics-conf@tuj.ac.jp>. The deadline is December 10, 2002. For further information, contact Megumi Kawate-Mierzejewska at <mierze@tuj.ac.jp>. You do not have to be a member of the Pragmatics SIG or affiliated with Temple University to participate. For information on joining the Pragmatics SIG, contact Membership Co-Chairs (see Contact List below). Also see <groups.yahoo.com/group/jaltpragsig>.

Teacher Education—The Teacher Education SIG is proud to be able to help bring (along with her official sponsors Thomson Learning and SIT), Kathleen Graves of The School for International Training (SIT) to this year's JALT conference in Shizuoka as a Featured Speaker Workshop presenter. We are looking forward to hearing what insights she has to offer stemming from her extensive experience as a teacher trainer and from her work in curriculum design. Don't forget to sign up for her Featured Speaker Workshop, ***Developing a Reflective Practice through Disciplined Collaboration*** (Friday, November 22, 17:00-20:00, Granship Conference Center, code "H"), when you register for the conference. Remember that workshop space for participants is limited on a first-come, first-served basis, so register early!

In addition to the above, Graves will be conducting a workshop entitled ***Mindmapping as a Tool for Curriculum Design*** (Saturday, November 23, 13:15-14:35, AV Hall).

Hope to see you there.

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edited by coleman south

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Chapter Reports

edited by richard blight

Nagasaki: July—***Exploring Varieties of English in the FL Classroom*** by Kathleen Yamane. The purpose of this workshop was to explore the nature of regional speech varieties and applications for the classroom, building on the work of Braj Kachru and others as they have explored the intricacies and status of various kinds of English throughout the world. The presenter began with an examination of the various ways different speakers recited the "Mary Had a Little Lamb" nursery rhyme—a fascinating vignette from the video *American Tongues*. After acquainting us with relevant linguistic metalanguage, we read some examples of Middle English, modern British English, and modern American English. With reference to the Middle English texts, Yamane explained the ramifications of the Great Vowel Shift during the late medieval period. In the case of Americanisms, she illustrated how the audible /t/ sound of *pretty* or *bottle* was naturally expressed as a /d/ in American usage, among other examples.

Language variations over time and space in terms of phonological, grammatical, and lexical transformations were then demonstrated through a series of audio and video clips. These included scenes from the TV drama *October Sky* (with Laura Dern as a Southern high school teacher), from the Mike Nichols movie *Working Girl* (with Joan Cusack and Melanie Griffiths) as exemplars of Brooklyn or Bronx "working class speech," and finally with a spoken excerpt from Alice Walker's novel, *The Color Purple*, which served to show some features of African-American vernacular speech. We also contributed our own examples of Japanese regional dialects and changing usages across generations from Nagasaki and the Kyushu area in general.

Reported by Tim Allan

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Four Corners Tour 2002

The Four Corners Tour gives local chapters throughout the country an opportunity to host presentations given by featured speakers from the upcoming national conference.

William Grabe *(Northern Arizona University, USA)*

Teaching Vocabulary for Academic Purposes

After giving an overview of vocabulary research and its implications for instruction, Bill will focus on one set of these implications and demonstrate practical ways of teaching vocabulary in accordance with them. Participants will then explore ways of applying ideas from the session to a set of sample texts.

Chiba—Saturday November 16, 14:00-16:30; Josai International University, Togane-shi; one-day members ¥500; contact Kristie Collins; <kristiecollins@yahoo.com>.

Nagoya—Sunday November 17, 13:30-16:30; Nagoya International Center, 3F; one-day members ¥1000.

Content-Based Instruction as a Framework for Teaching Reading

First, Bill will define an overall framework for content-based instruction (CBI) within an English for Academic Purposes (EAP) context and then connect its resultant goals for with those specific to reading skills development. Later he will highlight some instructional implications and demonstrate their practical application. Participants will work with a specific text and consider its appropriate use for CBI.

Yokohama—Tuesday November 19, 19:00 to 21:00 (venue open until 22:00 for extended discussion); Ginou Bunka Kaikan, 6F, rm. #603, in Kannai (3 min. from JR Kannai Stn. *or* 1 min. from Isezaki-Chojamachi Stop on Yokohama Municipal Subway); one-day members ¥1000.

Vocabulary and Grammar as Foundations for Reading Instruction

In discussions of reading research and its implications for instruction, the roles of vocabulary and grammar are often minimized. This workshop will highlight the importance of these two neglected areas and explore ways that they can be taught usefully in support of reading skills development. Participants will then examine sample texts and give practical consideration to various options and opportunities.

Omiya—Thursday November 21, 18:30-20:30 (doors open at 18:00); Omiya JACK, 5F, conf. rm. #1; one-day members ¥1000; contact Paul Lyddon; <palyddon@hotmail.com>; t/f: 048-662-4643.

Jane Willis *(Aston University, UK)*

Cat's Feat: From Practice to Principle in Task Design and Task-Based Learning

Jane will show how a series of communication tasks can be generated from one theme and demonstrate their use in class. She will illustrate activities which provide a focus on vocabulary, lexical phrases. and grammar within the context of the task, and then summarize the principles and learning theories that support task-based learning (TBL).

Kobe—Saturday November 16, 18:00-20:00; Kobe YMCA Chapel, 1F; one-day members ¥500.

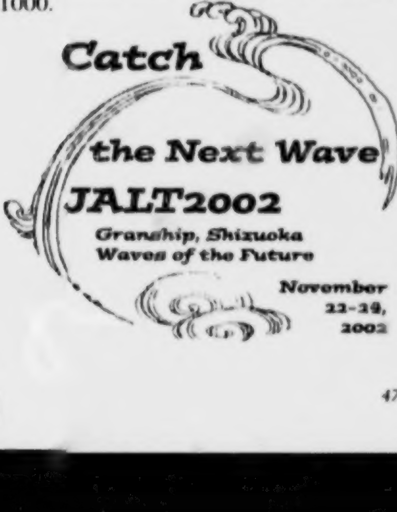
Hiroshima—Sunday November 17, 15:00-17:00; Hiroshima City Plaza, in Fukuromachi; one-day members ¥500.

Story-telling Activities in the Young Learner Classroom

Jane will illustrate ways that teachers can use English in their classes to help children have fun learning English naturally. You will hear recordings of teachers doing story-telling activities in their classes, examine the language they use, and look at how teachers can make story reading both interactive and engaging. Participants are encouraged to bring stories and storybooks they might use with their classes.

Kitakyushu—Monday November 18, 19:00-21:00; Kitakyushu International Conference Center, rm. #31; one-day members ¥1000; contact Peg Orleans; <tomnpeg@interlink.or.jp>; t: 093-871-7706.

Nagasaki—Tuesday November 19, 18:00-20:00; Kotsu Sangyou Centre, Nagasaki Bus Terminal Building, 4F, Volunteer Centre Free Space; one-day members ¥1000.



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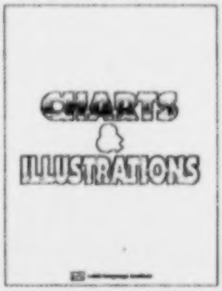

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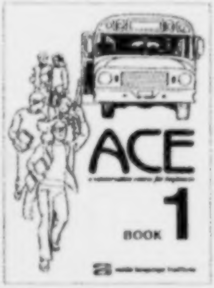

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Chapter Meetings

edited by tom merner

The JALT Four Corners Tour, which takes the Featured Speakers of the JALT National Conference around local chapters each year, will be held again this year. Eight chapters are participating this year and will each hold meetings. For details about each of the meetings, please refer to the Four Corners Tour special page in this TLT.

Chiba—***Teaching Vocabulary for Academic Purposes*** by William Grabe. See Four Corners Tour page for details.

Fukuoka—Two Presentations by Katherine MacKay and Paul Rosengrave, Pearson Education Japan, Longman ELT. MacKay explores materials and songs for teaching children. Rosengrave shows how relevant high-interest content given at the appropriate level with achievable task-based activities helps to motivate students and enhance learning. *Saturday November 9, 19:00-21:00; TB—perhaps Aso—(our usual venue); one-day members, free (Sponsored by Longman ELT).*

Gifu—***Power-up! Neat Ideas and Wild Materials*** by Robert Habbick, Oxford University Press. This workshop and materials display will cover neat materials and present interesting activities from kids to university to adult. There will be a materials display of Oxford's newest materials including: *English Time*, the latest adult videos, which are appropriate for the classroom, and *American Headway*. Free demo video clips will be available at the event to take home. *Sunday November 10, 14:00-16:00; Heartful Square (southeast section of Gifu JR Station), Gifu City, Gifu-ken; one-day members ¥1000.*

Hiroshima—***Cat's Feat: From Practice to Principle in Task Design and Task-Based Learning*** by Jane Willis. See Four Corners Tour page for details.

Kitakyushu—***Creating Learning States With NLP*** by Francesco Bolstad. This presentation will consist of an introduction to NLP and a hands-on experience of Anchoring, a technique to access states (emotions). *Saturday November 9, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members ¥1000.*

Kitakyushu—***Story-telling Activities in the Young Learner Classroom*** by Jane Willis. See Four Corners Tour page for details.

Kobe—***Cat's Feat: From Practice to Principle in Task Design and Task-Based Learning*** by Jane Willis. See Four Corners Tour page for details.

Nagasaki—***Story-telling Activities in the Young Learner Classroom*** by Jane Willis. See Four Corners Tour page for details.

Nagoya—***Teaching Vocabulary for Academic Purposes*** by William Grabe. See Four Corners Tour page for details.

Omiya—***Vocabulary and Grammar as Foundations for Reading Instruction*** by William Grabe. See Four Corners Tour page for details.

Yokohama—***Content-Based Instruction as a Framework for Teaching Reading*** by William Grabe. See Four Corners Tour page for details.

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edited by tom merner

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Job Information Center

edited by paul daniels

To list a position in The Language Teacher, *please email <tlt_jic@jalt.org> or fax (0463-59-5365) Paul Daniels, Job Information Center. Email is preferred. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary. If you want to receive the most recent JIC listings via email, please send a blank message to <jobs@jalt.org>.*

Fukushima-ken—Phenix English School in Koriyama, Fukushima is looking for a part-time English teacher. **Qualifications**: native-speaker competency. **Duties**: teach English to children from 1 to 18 years of age, 15 hours/week. **Salary & Benefits**: ¥120,000 the first month and increases the following month, apartment provided. **Application Materials**: resume. **Contact**: Noda Maiko, 1-11-13 Motomachi, Koriyama, Fukushima, Japan 963-8871; t: 024-925-5844; f: 024-932-0204.

Niigata-ken—Keiwa College, a four-year co-educational Liberal Arts college with departments in English and International Cultural Studies, is seeking a full-time visiting instructor beginning April 2003. The one-year contract is renewable up to three years. A two-year commitment is preferred. **Qualifications**: MA TESL or related field, or Certificate in TESL/ESL. Teaching experience in intensive programs or at high school/college level a plus. This is an ideal position for those relatively new to the field and eager to expand on their teaching experiences. **Duties**: teach university-level English language classes in a skills-based coordinated curriculum; up to 20 teaching hours per week, seven months a year; participation in teacher meetings; involvement in course design and curriculum development. **Salary & Benefits**: starting at ¥270,000 per month, 12 months a year; subsidized furnished apartment near campus, shared office space with Internet access; health insurance. Transportation and shipping expenses to Niigata will be provided. Additional part-time work is available as evening classes at the college, etc. **Application Materials**: cover letter, resume highlighting teaching experience, copy of degree/diploma, three letters of reference. No email applications, please. **Deadline**: November 15, 2002. **Contact**: Joy Williams, Coordinator, English Language Program, Keiwa College, 1270 Tomizuka, Shibata City, Niigata, Japan 957-8585.

Okinawa-ken—The Meio University English Program is accepting applications for an instructor position (pending), specializing in preparing students to become junior high and high school English teachers to begin April 1, 2003. **Qualifications**: native English speaker or nonnative fluent in English. Japanese ability is a plus.

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In Japan, please pay by postal stamp (郵便切手); overseas, by bank check in yen, with an additonal ¥1,500 bank charge, or by international postal money order. Please include ¥500 postage for all international orders. Please include payment with your order and allow two weeks for mailing after recept of request.

Should have a Master's or Doctoral degree related to TESOL and publications related to English language teaching. **Duties**: teach senior thesis, *saiyou shiken* preparation, *kyouiku jisshu*, STEP and TOEFL preparation, and freshman English; participate in curriculum development, research, and administration duties (including faculty committees). **Salary & Benefits**: Ministry of Education wage scale, commensurate with qualifications and experience. Contract is for three years, after which, if performance is satisfactory, applicant will receive tenure. **Application Materials**: English and Japanese CV (recent photo on Japanese CV), copy of graduate degree(s), copy of graduate transcript(s), visa status, two letters of recommendation, list of publications, copies of three major publications, and statement of purpose. **Deadline**: December 31, 2002. **Contact**: Timothy Guile, Meio University, Department of International Cultural Studies, 1220-1 Biimata, Nago, Okinawa, Japan 905-0005; <tguile@vision1mm.com>.

Okinawa-ken—The Meio University English Program is accepting applications for an instructor position (pending), able to teach a variety of English courses, including courses preparing students to become interpreters/translators to begin April 1, 2003. **Qualifications**: native English speaker or nonnative fluent in English. Japanese ability is a plus. Should have a Master's or Doctoral degree related to TESOL and publications related to English language teaching. Should display the ability (via education and/or experience) to teach interpreting/translation. **Duties**: teach senior thesis, interpreting/translation courses, and courses to raise students' English ability; participate in curriculum development, research, and administration duties (including faculty committees). **Salary & Benefits**: Ministry of Education wage scale, commensurate with qualifications and experience. Contract is for three years, after which, if performance is satisfactory, applicant will receive tenure. **Application Materials**: English and Japanese CV (recent photo on Japanese CV), copy of graduate degree(s), copy of graduate transcript(s), visa status, two letters of recommendation, list of publications, copies of three major publications, and statement of purpose. **Deadline**: December 31, 2002. **Contact**: Timothy Guile, Meio University, Department of International Cultural Studies, 1220-1 Biimata, Nago, Okinawa, Japan 905-0005; <tguile@vision1mm.com>.

Shiga-ken—The University of Shiga is seeking a part-time native English teacher to teach to first-year university students Tuesday mornings from 9:00-10:30 and 10:40-12:10. Position begins April 2003. The first term runs from April to the end of July and the second term from October to mid-February. **Salary**: ¥8,000/class plus transportation. Salary increases to ¥10,000 if associate professor at another college and ¥12,000 if full professor. Teachers are paid only for actual classes taught. **Qualifications**: MA, college teaching experience, publications/academic presentations, and work visa required/preferred. The school is one hour by local train from Kyoto and 10 minutes by bus. **Application Materials**: CV/resume, preferably one each in English and in Japanese. **Contact**: Walter Klinger, University of Shiga Prefecture, 2500 Hassaka-cho, Hikone 522-8533, Japan; t: 0749-28-8267; f: 0749-28-8480; email: <wklinger@ice.usp.ac.jp>; <www2.ice.usp.ac.jp/wklinger/>.

Tokushima-ken—Shikoku University, Department of English Language & Culture <www2.shikoku-u.ac.jp/english-dept/> has an opening for a full-time lecturer starting April 1, 2003. **Qualifications**: native speaker of English, MA in ESL or Applied Linguistics, teaching experience at the university level, some Japanese language ability preferred. **Duties**: teach seven 90-minute classes per week, mainly focusing on conversation skills, discussion, and debate; attend meetings and plan/attend annual events. **Salary**: based on Japanese national university scale; one-year contract renewable up to five years; pleasant, non-intrusive working environment. **Application Materials**: resume, statement of teaching philosophy, recent photo, copies of publications if available. **Deadline**: interviewing throughout October and November or until position filled. **Contact**: Shinohara Nobuko, Shikoku University L504, Furukawa, Ojin-cho, Tokushima-shi, Japan 771-1192. Application materials are accepted by email at <kmiller@shikoku-u.ac.jp>. Please send Word attachments.

Tokyo-to—The English Department at Aoyama Gakuin University is seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications**: resident of Japan with an MA in TEFL/TESOL, English literature, applied linguistics, or communications; three years university teaching experience or one year university English teaching experience with a PhD; teaching small group discussion, journal writing, and book reports; collaboration with others in curriculum revision project; publications; experience with presentations; familiarity with email. **Salary & Benefits**: comparable to other universities in the Tokyo area. **Application Materials**: apply in writing, with a self-addressed envelope, for an application form and information about the program.

Deadline: ongoing. **Contact**: PART-TIMERS, English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo, Japan 150-8366.

Web Corner

You can receive the updated JIC job listings on the 30th of each month by email at <jobs@jalt.org>, and view them online on JALT's homepage (address below). Here are a variety of sites with information relevant to teaching in Japan:

1. EFL, ESL and Other Teaching Jobs in Japan at <www.jobsinjapan.com>
2. Information for those seeking university positions (not a job list) at <www.debito.org/univquestions.html>
3. ELT News at <www.eltnews.com/jobsinjapan.shtml>
4. JALT Jobs and Career Enhancement links at < www.jalt-publications.org/tlt/jobs/>
5. Teaching English in Japan: A Guide to Getting a Job at <www.wizweb.com/~susan/japan/>
6. ESL Cafe's Job Center at <www.pacificnet.net/~sperling/jobcenter.html>
7. Ohayo Sensei at <www.ohayosensei.com/>
8. NACSIS (National Center for Science Information Systems' Japanese site) career information at <jrecin.jst.go.jp/>
9. The Digital Education Information Network Job Centre at <www.edufind.com/index.cfm>
10. EFL in Asia at <www.geocities.com/Tokyo/Flats/7947/eflasia.htm>
11. Jobs in Japan at < www.englishresource.com/index.html>
12. Job information at <www.ESLworldwide.com>

Bulletin Board

edited by joseph sheehan

Contributors to the Bulletin Board are requested by the column editor to submit announcements of up to 150 words written in paragraph format and not in abbreviated or outline form. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor. For information about upcoming conferences and calls for papers, see the Conference Calendar column.

Announcements

Universal Chapter and SIG web access—As a result of recent developments within the JALT website, chapters and SIGs now have a basic information page available which is linked to the main JALT website. Upcoming meeting information and officer contact details for all chapters and SIGs are viewable at <jalt.org/groups/your-chapter-name> where your-chapter-name is the name of the chapter or SIG you wish to access. For example, information for the West Tokyo chapter is <jalt.org/groups/westtokyo>, the CUE SIG is <jalt.org/groups/CUE>, and the Teaching Children SIG is <jalt.org/groups/teachingchildren>. Please note that in some cases chapters or SIGs may not have provided up-to-date information for our databases; this will be reflected on the webpage. We hope JALT members will find this service useful. Queries can be directed to the JALT (English) web editor, Paul Collett; <editor-e@jalt.org>.

Staff Recruitment—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit your curriculum vitae and cover letter to the Publications Board Chair; <pubchair@jalt.org>.

Submissions

The editors welcome submissions of materials concerned with all aspects of language education, particularly with relevance to Japan. Materials in English should be sent in Rich Text Format by either email or post. Postal submissions must include a clearly labeled diskette and one printed copy. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくＡ４版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず１文字空け、１行２７字、横書きでお願いいたします。１頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English Features. Well written, well-documented and researched articles, up to 3,000 words. Analysis and data can be quantitative or qualitative (or both). Pages should be numbered, paragraphs separated by double carriage returns (*not* tabbed), word count noted, and subheadings (**boldfaced** or *italic*) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. The article's title and an abstract of up to 150 words must be translated into Japanese and submitted separately. A 100-word biographical background and any tables or drawings should also be sent in separate files. Send electronic materials in an email attachment to Robert Long. Hard copies also accepted.

日本語論文です。４００字詰原稿用紙２０枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to the editor.

原稿用紙１０～１５枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Interviews. If you are interested in interviewing a well-known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の１５日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Readers' Forum. Essays on topics related to language teaching and learning in Japan, up to 2,500 words. While not focused on primary research data, a Readers' Forum article should nevertheless display a wide reading and depth of understanding of its topic. Japanese title and abstract also required (see above). Send electronic submissions to Scott Gardner.

リーダーズ・フォーラム：日本での言語教育、及び言語学習に関する6,000字以内のエッセイです。調査データに焦点を当てていなくても、リーダーズ・フォーラムの記事は、読者に、話題に関して深い理解を与える記事を募集いたします。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the My Share editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

ＪＡＬＴによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の１５日にJALT News編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、ＳＩＧＳ編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にSIGS編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から４枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の１５日に Chapter Reports 編集者必着です。日本語の報告はChapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の紹介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第１週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. Email or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 20th of the month, 2 months prior to publication.

ＪＡＬＴ以外の団体による催し物などのお知らせ、ＪＡＬＴ、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。ＪＡＬＴ以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及びJALTは、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、３００字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の20日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

求人欄です。掲載したい方は、Job Information Center/Positions 編集者に Announcement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。なお、求職広告不掲載がJALT Executive Board の方針です。

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JALT

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For information on advertising in *TLT*, please contact the JALT Central Office: tlt_adv@jalt.org

Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 39 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The JALT **International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a monthly or bimonthly basis in each JALT chapter, and **Special Interest Groups**, SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に40の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育・語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会、SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

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JALTの会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

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3 **Implementing Oral Communication Classes in Upper Secondary Schools: A Case Study**
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Yasumi Gee Murata

13 **What Should be Known in Japan about Short-Term English Study Abroad**
Patrick Blanche

12

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Dear Readers:

Here we are at the end of 2002. As symmetrical as the numbers *2002* appear, it was anything but an orderly year for JALT. However, we survived an upheaval in leadership over the summer, and came back with a JALT2002 conference that surely surpassed everyone's expectations. We hope you were fortunate enough to have attended the conference in Shizuoka. Everyone who worked to make it successful in spite of the odds deserves our deepest appreciation.

The Language Teacher had an eventful year as well. In addition to our regular offerings and a pre-conference issue in July, we had two special issues—on using narratives in language teaching, and on the significance of the learner's social identity. Both of these special issues took us in to the level of the individual learner and his or her unique perspectives and needs. We have several more special issues planned for 2003, so stay tuned.

We have also worked to expand our editorial board at *TLT*, and by doing so we hope to have better and more contact with authors in the coming year, making *The Language Teacher* a more direct and open forum for language teachers in Japan.

We would like to wish a warm welcome and congratulations to JALT's new elected officers. We hope our readers will join us in support of the leadership they have chosen, at the chapter and SIG levels as well as at the national level.

Now it's time to bundle up with a nice year-end issue. Our feature this month is by **Taguchi Naoko**, who presents a case study on just how oral communication classes are conducted in high schools in Japan. Following in a similar vein, our first Readers' Forum article by **Yasumi Gee Murata** looks at how well high school English textbooks teach backchanneling, or empathic response. Our second Readers' Forum piece is an eye-opening investigation of study abroad programs for Japanese students, by **Patrick Blanche**.

Happy reading!

—Scott Gardner
Co-Editor

contents

feature

3 Implementing Oral Communication Classes in Upper Secondary Schools: A Case Study

readers' forum

9 "How Do I Respond?": A Survey of Interpersonal Aspects of English in Japanese High School Oral English Textbooks
13 What Should be Known in Japan about Short-Term English Study Abroad

chapter in your life

19 Niigata: Where to Go From Here?

my share

22 Poetry and Vignettes in the English Classroom
23 A Simple, Guided-Discovery Learning Activity

departments

25 Book Reviews
26 Recently Received
26 JALT News
27 Special Interest Groups News
27 SIG Contacts
29 Chapter Reports
31 Chapter Meetings
34 Chapter Contacts
35 Conference Calendar
38 Job Information Center
41 Bulletin Board
42 Submissions
43 Staff List
34 Advertiser Index

読者の皆様

2002年も、もう終わりです。JALTにとっては左右対称の2002という数字のような整然とした年ではありませんでした。夏にリーダーが変わったことを乗り越え、皆様の期待を越えたJALT2002も終えました。皆様が静岡で会議に出席なさって幸せに思っていただければ幸いです。そして、JALT2002を成功に導くために働かれたすべての方々に深く感謝します。

*TLT*も多事な年を過ごしました。定期的なものに加え、語学教育でのナラティブ使用についてと、学習者の社会的アイデンティティの重要性についての2つの特別号を提供しましたが、2003年にもいくつか計画しています。

さらに、*TLT*では、来年も著者とよりよく、より多くの接触を持てるよう、そして、*TLT*をさらに日本の語学教師のための直接・公開フォーラムにするよう編集部を拡張しました。私たちはJALTの新しく選ばれた役員を暖かく迎えたいと思います。そして、全国レベルだけでなく、支部やSIGにも、読者が加わって下さることを望んでいます。

年末を飾る今月号では、Taguchi Naoko氏が、オーラルコミュニケーションクラスが日本の高校でどのようになされているかの事例研究を示しています。そして、Yasumi Gee 村田氏によるフォーラム記事は、高校の英語の教科書がどれくらい、バックチャンネルや強調した返答を教えているかを見ます。そして、Patrick Blanche氏が日本人学生のための留学プログラムに注目した調査を行っています。では、お楽しみ下さい。

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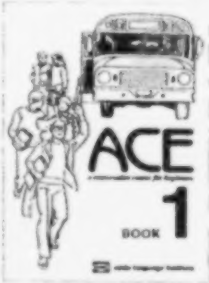

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Taguchi Naoko
Minnesota State University
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Implementing Oral Communication Classes in Upper Secondary Schools: A Case Study

来年度からの新学習指導要領の実施を控え、実践的なコミュニケーション能力の育成に向けての具体的なクラスのあり方が社会的関心となってきている。本研究では、1989年の高等学校学習指導要領によって導入されたオーラルコミュニケーションという必修科目が、実際の高等学校の現場で、英語教師(全25名)と教科指導主事(全3名)にどのように受け止められているかを、アンケートとインタビューの結果をもとに検証する。

オーラルコミュニケーションという科目が導入されてもなかなか現場の実情が変わっていないということが指摘されているが、変わらない原因として入試の足かせ、クラスサイズ、生徒の受動的な学習態度、教師自身のコミュニケーション力などが挙げられ、それが現在のクラス活動の実態に影響を与えていることが分かった。

The late 20th century has witnessed the widespread adoption of communicative language teaching in many countries using English as a second or foreign language. English education in Japan is no exception. In 1989, the Japanese Ministry of Education announced a new curriculum that incorporated oral communication as a distinct subject area for upper secondary schools. The national curriculum guidelines (hereafter, *Course of Study*) were an attempt to promote the communicative approach, emphasizing the development of speaking and listening skills in the classroom. Although the purpose of the 1989 *Course of Study* was well disseminated by the central government, questions about its impact on local schools remain. Since educational reform requires active participation of all stakeholders for successful implementation, it is important to investigate how the practitioners at the local level have accepted the curriculum. Based on the data obtained in one local prefecture, this case study provides some information on how the curriculum changes are perceived and practiced by local English teachers and curriculum supervisors.

Oral Communication Classes and Implementation Difficulties

The proposal to incorporate an oral communication course into the *Course of Study* of upper secondary schools first appeared in 1987 in the Third Proposal submitted by the Central Council of Education at the request of the Ministry of Education. The proposal informed guidelines for the nation-wide task of educational reform, due to the necessity in responding to social changes such as internationalization and the growth of an information-oriented society. The Third Report claimed that English education should focus on the development of communicative skills and intercultural understanding in order to produce Japanese citizens who can "earn the trust of the international community" (Mombusho, 1994, p. 101). The Council's deliberation was officially approved, and the English subjects Oral Communication A, B, and C were introduced in the *Course of Study* in 1989. These became mandatory in 1994, in order to "cultivate students' positive attitude to attempt communication" (Mombusho, 1989). The 1989 *Course of Study* was further revised in 1999 and will take effect in April of 2003. In the more recent curriculum, oral communication receives greater emphasis by promoting the teaching of spoken English in an integrated manner.

The literature indicates an overall difficulty in implementing oral communication (OC) classes in Japanese secondary education because of entrance exams, large class size, or limited class time (Brown & Wada, 1998; Oka & Yoshida, 1997). Gorsuch's (2000, 2001) survey study examined how national, school, and classroom variables are related to teachers' approval of communicative activities. The results showed that the centrality of grammar-oriented college entrance exams presents a well-defined instructional focus and shapes teachers' classroom practices. Teachers' grammar-based instruction is hard to change even after they go through training programs on communicative methods. Pacek (1996) showed that teachers who had one year of in-service training could not implement the methods due to institutional concerns and tradition.

Top-down innovation may not bring the expected results because of culture-specific beliefs about language teaching which are deeply rooted in local tradition. As Hatton (1985) states, implementation of innovations involves the interaction of two cultures: the culture of the innovators and the culture of actual practice. When there is a gap between the two, a conflict arises and innovation faces difficulty. Ricento (1998) also stresses that policies that violate people's deep values and beliefs will be difficult, if not impossible, to implement. Continuous evaluation of the implementation process is necessary in order to identify specific areas of implementation difficulty of communicative teaching in Japanese educational settings.

Findings for the Present Study

This case study examined the implementation of OC classes in upper secondary schools in a prefecture located in northern Japan. The study compiled information from two perspectives, local English teachers and curriculum supervisors.

Perceptions of English teachers

Teachers' opinions of OC classes and their classroom practice were analyzed through a survey. The informants were 25 English teachers in upper secondary schools (10 male and 15 female) in the prefecture. The majority of the teachers were in their 20s and 30s, with the mean number of years of teaching being 12.8. A two-page survey was developed in Japanese based on both the researcher's experience of teaching English in an upper secondary school and previous research on teacher perceptions of communicative innovation (Brown & Wada, 1998; Li, 1998; Pacek, 1996).

Current teaching practice

Table 1 presents the results of typical language activities in OC classes. Speaking/listening activities in groups or pairs were reported by the majority, although information as to how such pair/group work is done was not available. The frequent use of more mechanical activities, such as dialogue practice and listening to tapes, may be partially due to the constraint of large class size.

All teachers reported using written tests and quizzes for evaluation. Only three teachers said that they give interview, conversation, recitation, speech, or listening tests in addition to the written tests. The time spoken in English was reported as 40% on average, ranging from 0 to 100%. A high percentage (80 to 100%) was reported only when team-teaching with an ALT, suggesting that the instructions and directions are given in English. All teachers reported that a tape player is their major classroom equipment, and one teacher reported using a VCR.

Perceptions of communicative competence and curriculum

Nineteen teachers defined communicative competence as the ability to understand others' messages and to convey one's message, presenting the view of communication as information exchange. Three teachers expressed that communicative competence entails sociocultural knowledge: the ability to interact politely and to maintain favourable personal relationships. These responses reflect teachers' understanding

Table 1. Summary of Teacher Responses about Their Current Teaching Practices

Survey Questions	Frequency
Typical activities in OC classes	
1. Group/pair work, dialogue practices	10
2. Listening to dialogues and comprehension check	7
3. Reviewing useful expressions	3
4. Games	2
5. Reading aloud	3
6. Reviewing grammar points	2
7. English Greetings	1
8. Writing sentences	1
Assessment methods	
1. Written tests/quizzes	25
2. Homework assignments	16
3. Classroom attitudes	4
4. Speaking tests	4
5. Listening tests	3

Note. The frequency in the table refers to the number of teachers who reported individual activities and assessment methods.

that communication refers to the properties of both language and behavior, consistent with the national curriculum.

The teachers seem to have concrete ideas on what it would take to fulfill the curriculum objectives. When asked about classroom activities that could achieve the objectives, they listed a range of ideas: oral presentations, games and role plays, Internet communication, use of audio-visual equipment, discussion, and content/task-based instruction. However, they also mentioned that external conditions such as small class size, ALT support, and an English-only class atmosphere, need to be arranged in order to achieve the objectives. The results present a gap between the ideal activities and the activities in current practice; there seems to be an apparent conflict between what the curriculum demands and what the teaching situation allows.

Fifteen teachers indicated that OC classes have a positive influence on students' communicative ability in terms of increasing opportunities to speak and listen in English and positive attitudes toward oral/aural activities. OC classes seem to help raise students' consciousness toward English as a communicative tool and reduce their resistance towards expressing themselves in English. However, ten teachers noted that there has been little influence of OC on students' ability. Two teachers in particular expressed that there is little necessity and reason for students to practice communicative skills in the EFL context.

Perceived implementation difficulties

Teachers' perceived difficulties in implementing communicative teaching were investigated through 9 Likert-scaled questions (Table 2). The Likert-scaled items used an ordinal scale ranging from "Not a Difficulty at All (1)" to "A Great Difficulty (5)" for each potential area of difficulty. The greater mean in the table indicates a greater level of difficulty.

Entrance exams and large class size received the greatest response, indicating that these factors are perceived as seriously limiting the implementation of OC classes. Five teachers commented that part of the OC class is used for grammar instruction due to the pressure of preparing students to pass the grammar-based college entrance exams. The following comment illustrates the dilemma between teachers' desire to teach communicative skills and their tacit purpose and goal of teaching English:

> Because of the exam constraints, we don't have much freedom in organizing creative or practical classes. Teachers want to develop students' communicative skills, but in reality, our biggest interest now is the standardized scores of various mock exams so that we can prepare students for the entrance exams.

In the surveys, some teachers noted a relationship between large class sizes and student passivity in class: "Students are used to [a] lecture-style class and not used to speaking up in class. They always worry if their answers are correct or not. Smaller classes could help solve such a problem." The teacher-related difficulties also received a relatively strong response. More than 70% of the teachers commented that they do not have enough time. Although 11 teachers responded that OC textbooks are not a problem in teaching OC classes, some teachers commented that the textbooks are a constraint on preparing more creative lessons:

> I haven't seen a great OC textbook, so I hardly ever use textbooks. Usually our ALT prepares something related to the topic, and we just do some activities according to the lesson plan. When it comes to enhancing students' practical communicative skills, we are really not sure if this is an effective way.

Perception of the Curriculum Supervisor

Three 40-minute interviews were conducted with English curriculum supervisors who belong to the prefectural authority that provides in-service training programs for local teachers. The supervisors had been in the position between one and three years

Table 2. Reported Difficulty Factors in Implementing OC Classes

Difficulty Areas (Likert-Scaled Items)	Very Easy	Easy	Neutral	Difficult	Very Difficult
1. Teachers' speaking ability	0	1	9	9	6
2. Time for material development	0	1	5	12	7
3. In-service training	3	4	6	9	3
4. Students' low English ability	2	3	8	7	5
5. Students' passive learning style	2	1	5	10	7
6. Large class size	1	0	4	9	11
7. College entrance exams	0	0	3	3	19
8. ALT support	7	5	5	7	1
9. Textbooks	2	3	6	10	4

Note. The numbers in the table represent the number of responses received from the English teachers.

and had taught for more than two decades in local upper secondary schools. The interview proceeded with six questions that were mailed to the supervisors prior to the interview. The questions asked about teacher-training programs, roles of ALTs, observed changes in English classes, and perceived difficulty in adapting OC classes. What follows is a collective summary of the interviews.

Teacher training

The supervisors reported three annual teacher-training programs for volunteer participants in lower and upper secondary schools: a Communication Seminar (2 days), Listening Training (1 day), and a Team-Teaching Seminar (2 days). The purpose of these programs is twofold: to improve teachers' English skills and to introduce useful "teaching methods," although the former receives greater emphasis. Listening/reading exercises using TV news, commercials, movies, TOEIC materials and newspapers were sample activities. ALTs are invited to the teacher-training sessions, so interactions with ALTs also contribute to the skill training of the Japanese participants. No special sessions were provided to prepare teachers specifically for OC classes within the prefecture.

Changes in English classes

The supervisors indicated some observed changes in classroom activities and equipment after the curriculum innovation. Although tape/CD players still occupy the main place, the use of overhead projectors, language laboratory, and computers has increased. Along with textbook changes, teachers are shifting from exclusive use of grammar-translation methodology to the inclusion of some communicative activities. However, they also remarked that OC classes have been unable to produce their intended outcome because the subject, Oral Communication, has not been fully adopted in classrooms due to the continuing emphasis on reading/grammar instruction.

Some reasons for this include teachers' limited repertoire of communicative activities, as well as their limited practice in expanding the use of activities. For instance, as reported by one supervisor, listening and reading activities should not be mere meaning comprehension exercises; extending practices such as outlining, paraphrasing and transferring the information to others, or responding to the information in writing should accompany the exercises.

According to another supervisor, there is a need for creating authentic situations and purposes for using English in a classroom. For example, by using English as the instructional medium, students can experience how English works in actual settings. As another example, rather than having teachers read students' essays or letters, students could exchange their writings and provide feedback to each other (e.g. peer writing journals) in order to provide some authenticity into their language practice.

Influence of ALTs

All three supervisors expressed positive impressions about the roles of ALTs in local English education. ALTs are considered beneficial in providing students and Japanese teachers with opportunities for listening to native-speaker English, creating occasions for authentic communication and promoting intercultural understanding. Two supervisors said that since ALTs are supportive about team-teaching, it is Japanese teachers' responsibility to make full use of their contributions (e.g., planning lessons in a more cooperative manner).

Perceived implementation difficulties

All supervisors reported that college entrance exams are the greatest obstacle. Since the exams are largely based on reading comprehension, teachers seem to have a common understanding that doing communicative activities exclusively in class does not help students to pass the exams. However, according to one supervisor, the style and content of entrance exams have indicated some change. More and more exam questions in individual universities, particularly essay questions, aim to measure students' ability to express their ideas. One supervisor indicated that in the near future the national Center Exams will include a listening section. Another major obstacle reported by the supervisors is teachers' ability and confidence in communicating in English, along with their knowledge of communicative teaching methods and assessment techniques. Since many teachers have little experience in learning and teaching in using the communicative approach, they do not yet have established patterns as to how to organize and develop communicative lessons. A lack of precedent and examples in their immediate environment also impedes the actual practice of communicative teaching.

The supervisors further agreed that large class size is another factor causing difficulty, but students' ability and passive learning styles, textbooks, and ALT support are not. They indicated that it is the teachers' job to motivate students and provide appropriate materials according to their levels. The problem of large class size could also be overcome because some schools now split the class into two sections when teaching OC (20-25 students per class). The supervisors considered that teachers' low participation rate in in-service training or workshops is another problematic issue.

Summary and Conclusion

The results of this case study revealed some internal and external constraints that may discourage the practice of the communicative approach in English classrooms. One major internal constraint reported by the teachers is students' passivity. Students' lack of motivation and their reluctance to participate in class seem to be a primary limitation in implementing communicative teaching practices. Some teachers stated that the problem is common in all classes, not only in English classes, and arises from the Japanese education system as a whole. The expected roles of a student in a traditional Japanese classroom are to listen to the teacher attentively and to take notes; however, such roles are obstacles to the success of a communicative class where it is crucial for students to engage in speaking. In contrast to the teachers' opinions, the curriculum supervisors did not indicate students' passivity as a problem. They seemed to have high expectations of the teachers, assuming teacher responsibility in promoting positive classroom atmosphere and attitudes to communicate.

The principal external constraints identified in this study are large class size and university entrance exams. The teachers and curriculum supervisors reported that it is extremely difficult to promote communicative activities with 40 students in one class. Large class size is probably the factor that limits classroom activities to mechanical and structured exercises, such as dialogue practice or listening to a tape. Although teachers seem to share a similar understanding of what communicative ability entails, enhancing students' performance in OC classes appears to be difficult. The teachers seem to limit their expectations to doing some kind of oral/aural activities in class, without questioning the degree of *communicativeness* of the activities. Although a majority of teachers and the curriculum supervisors acknowledged the positive influence of OC classes, their comments were concentrated around "students' positive attitudes" and "increasing opportunities in speaking and listening" as the primary benefits of OC, rather than on actual improvement of communicative proficiency.

Lack of systematic assessment of OC classes also provides support for this interpretation. The data seem to indicate that teachers do not appear to have clear ideas of how to assess communicative skills. These results are consistent with Li's (1998) findings that teachers in Korea found it disconcerting that there are no efficient ready-made tools to assess communicative abilities of a large group of students. At present, the teachers' goal in OC classes seems to be focused on creating opportunities to use oral/aural skills, rather than on enhancement of communicative proficiency for authentic purposes.

Similarly, the teachers and the supervisors seem to be aware of students' pressing need to study English as an academic subject rather than a communicative tool, acknowledging the reality that grammar and reading are still the instructional focus in class.

The fact that current teacher training programs do not cover foundation theories and methods of communicative teaching and assessment seems to imply that incorporating a few oral activities into the OC classes is considered to be sufficient. This oversight permits individual teachers to draw their own conclusions as to what is important in the class, resulting in the formulation of an unstated philosophy that "OC instruction should not interfere with entrance exam preparation."

According to the teachers and supervisors, entrance exams are themselves another external constraint that restricts the practice of communicative teaching. The teachers' opinions are a reflection of washback effects, or the influence of testing on teaching and learning. As Shohamy (2001) states, high-stakes public exams are often used as instruments of control in a school system and provide focus and guidelines for classroom instruction. In the present analysis, the washback effect is evident in teachers' pressure to prepare students for the exams, as expressed in the survey.

In conclusion, local English teachers surveyed in this study seem to be in an awkward position, caught between the objectives of OC and the constraints that discourage their active practice. This EFL context presents challenges for attaching value to OC because acquiring knowledge to pass entrance exams seems to be the majority of students' authentic goal for studying English. The curricular innovation planned by the Ministry of Education seems to have symbolic rather than functional meaning. The end users of the innovation have established a tacit practice in order to circumvent the formal curriculum and to fulfil their practical, genuine objective of English instruction. Other internal and external factors (e.g. class size, student passivity, etc.) seem to jointly contribute to this local practice.

Based on the present case study, it seems that future research on the participants' perceived difficulties and their actual practice is needed. Furthermore, longitudinal data on the perceptions of teachers and students could add to our understanding, as many concerns expressed by the teachers (e.g., students' low ability and motivation, time for material development) are not static factors. They are dynamic in nature and thus have a potential to change with increasing experience in new pedagogical attitudes and beliefs (Markee, 1997; van den Berg & Ros, 1999). Thus, future research that investigates teachers' and students' changing practices in the communicative classroom could prove interesting.

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"How Do I Respond?": A Survey of Interpersonal Aspects of English in Japanese High School Oral English Textbooks

Yasumi Gee Murata, *Nagoya University of Foreign Studies*

Transactional and Interpersonal Use of Language

Language is interpersonal as well as transactional (Berendt, 1981, 1991, 1998; Hori, 1998). That means we may speak with a specific goal in mind to achieve, such as finding out bus departure or arrival times, or inviting friends to dinner, or reserving a flight to Sydney, but we may also speak just to have a chat with someone with no particular goal in mind. Chatting on cellular phones is a favorite pastime for young people in Japan. Chatting with a friend on the phone or over lunch is fun. We call acquaintances just to find out how they are. We enjoy chatting because it reassures us that we are liked and feel some kind of bond existing between us and the people we are talking with.

For a business person with international dealings, it is vital to be able to conduct various business tasks in English, thus a business English textbook usually follows a functional syllabus with chapter topics such as arranging a meeting, complaining, making a phone call, understanding directions, etc. A Japanese businessperson, however, once confided to me that although his study of business English had prepared him to conduct business negotiations in English without much difficulty, he really dreaded the time when he had to socialize with his business partners in English. He apparently did not know how to converse socially in English!

Students learning English in an English speaking country may encounter a similar problem. They may understand the teacher's directions quite well in class, can buy stamps in a post office and order a meal in a restaurant, but in a cafeteria they may not be able to enjoy conversing with newly acquainted native English speakers. This is because in such conversations we are not trying to achieve a specific goal such as buying postage stamps, but are instead trying to build up friendships by showing a positive attitude towards other people. The next section considers why interpersonal language is so important.

Empathic Responses

One effective device frequently employed in English to indicate to the speaker a positive attitude from the hearer appears in the form of empathic response. Boxer (1993) gives the following example which clearly demonstrates failure by the Japanese person (NNS) to show a positive, supportive attitude to her English native partner (NS).

> NS: My plane trip [to Japan] was pretty difficult, I mean it wasn't direct from New York to Tokyo or anything. I had to go to Toronto...
>
> NNS: Mm hmn.
>
> NS: I had to go to Toronto and then I had to spend a night in a hotel in Toronto, and then I had to get to the airport again the next day, and go to Vancouver and switch planes, and I mean, that's a lot of traveling, and I was really tired.
>
> NNS: Yeah?
>
> NS: and then when I got to Tokyo after I had been traveling for 20 hours I had to catch a cab into Tokyo station...
>
> NNS: Uh huh ...
>
> NS: Then get another cab and find my way, you know, and I had to explain to the taxi driver where my hotel was because he didn't know where it was.
>
> NNS: Right, uh huh ... Where did you stay?
>
> [after a few exchanges about the hotel]
>
> NS: It's so funny, I sit here going on and on and you just say, "uh, huh," it's like I'm in an interview or something. (p.292)

The last comment made by the NS obviously indicates some dissatisfaction or frustration felt as a result of not receiving the kind of responses she wanted or expected to hear. Both parties would have felt better and consequently closer, if the NNS had used more empathic responses clearly showing sympathy for her conversation partner.

To know that using empathic responses—back channeling—is helpful for building a good relationship in English conversations is especially important and significant for beginning learners whose linguistic abilities often put them in the role of listener rather than speaker. This significance motivated the

良好な対人関係を構築し、維持していくためにわれわれは相手の気を悪くさせないよう注意しながら会話をする。英語では相手の言ったことに対して、少し大袈裟に賛成したり驚きを表明することが相手との距離を縮めるのに有効である。強調的な応答は使用が簡単で、初級者が知っていると、友人関係を作るためには便利な表現であるが、日本の高校の検定オーラル教科書ではどのように扱われているかを調べた。調査をしたほとんどの教科書において強調的応答は少ないことがわかった。

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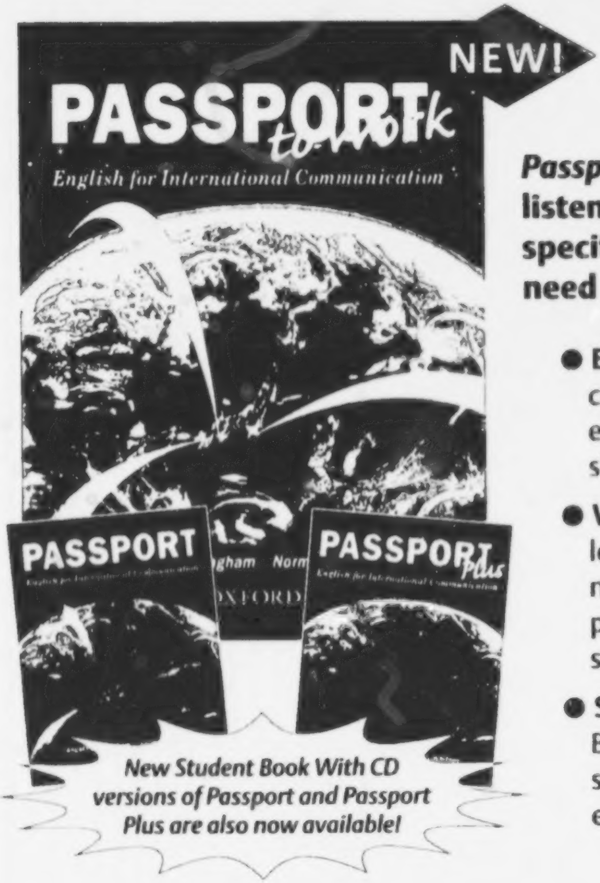

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following survey of what kinds of responses are introduced in a random selection of Ministry-approved Japanese high school oral English textbooks.

Empathic Responses in Textbooks

I examined eight high school oral English textbooks, which were available in a bookshop at the time of survey (see Appendix for a list of textbooks). Included in the survey were three A level, four B level and one C level oral English textbooks. Oral Communication A classes in high school aim to teach students how to carry out everyday or survival English. Such textbooks usually begin with self introductions and go on to topics like inviting, suggesting, declining, finding information at the airport, and so forth. Oral Communication B is geared towards developing listening ability, whereas C deals with higher level production skills in English such as debating, public speech, and discussion.

Table 1. List of Empathic Responses in Japan-Produced Textbooks

Oral Communication A

Evergreen A	***Progressive A***
That's interesting.	Oh, no!
You're lucky.	That sounds great.
Oh, no.	Good idea.
Great idea.	It's disgusting!
Really!	It was great!
I'd love to.	Oh, are you? That's great!
	Oh, that's too bad.
	Sure, I'd like to. That sounds like fun.
Hello There! A	Good! I love to eat Japanese food!
Oh, thank you very much, Keiko.	Oh, that sounds good.
Sure.	Great.
Oh, I'd love to.	Yeah, I'd love to.
Hmm, that sounds good.	Oh, it's gorgeous.
Oh, that's good exercise.	

Oral Communication B

Birdland B	***Evergreen B***
Really!	(No empathic responses.)
Oh, no.	
Really?	
Progressive B	***Sailing B***
Oh, it's wonderful.	I'd love to.
I'd love to.	You look nice in that.
It's delicious.	
That sounds interesting.	

Oral Communication C

Hello There! C
Sure.

Table 1 lists all the empathic responses that appeared in each textbook. With the exception of *Progressive A*, the range and number of empathic responses is quite limited. I should point out that the main author of *Progressive A* is a sociolinguist and that throughout the textbook cultural tips, including different linguistic habits such as including the speaker's name in conversation to make it sound nicer, are specifically highlighted for students. It is apparent that in *Progressive A* a deliberate effort was made to teach the interpersonal aspect of English.

Table 2. List of Empathic Responses in *New Interchange*

New Interchange Intro	***New Interchange 1***
Wow!	Gee...
Oh, cool!	Thanks. I'd love to.
It's great!	Wow!
Oh, no!	What an interesting family!
You're lucky!	You're kidding!
Sure!	Great.
That's super.	Great idea!
Thanks. I love it.	Oh, I bet it's really...
Really?	Sure. I'd love to!
Now, that's exciting!	It all sounds really exciting!
Fabulous!	Really? That's too bad!
That's a great idea.	I love it.
I'd love to.	Terrific!
Terrific!	That would be great!
	That's terrific!

In comparison, Table 2 shows the empathic responses found in *New Interchange Intro* and *1*, both of which were authored by native English speakers. The authors may not be consciously aware of the function of empathic responses, but one can see from the table that *New Interchange Intro* and *1* introduce much more diversified empathic responses. Learners, therefore, would have more opportunity to learn how to respond in a conversation when they study using *New Interchange Intro* and *1*, than they would using most of the Japanese Ministry-approved oral textbooks.

Empathic Response as a Positive Politeness Strategy

Empathic responses are part of positive politeness in English. Positive politeness is understood as keeping or attending to the positive face of the hearer (Brown & Levinson, 1987) and it has the effect of bringing out a sense of solidarity or camaraderie between the speaker (S) and the hearer (H). Brown & Levinson (p.102) advocate three broad positive politeness strategies. These are to

i) claim common ground with H;

ii) convey that S and H are cooperators; and

iii) fulfill H's want (for some X).

Each strategy is further broken down into more concrete linguistic behaviors, and giving empathic responses belongs to the first strategy to claim common ground with H. Other positive politeness linguistic forms in this strategy include the use of In-Group Identity Markers and Jokes. Murata (1998) found that not only were few empathic responses included, but the use of In-Group Markers and Jokes was generally low in Japanese- authored textbooks as well.

Summary and Conclusion

Although the Japanese Education Ministry's new guidelines for teaching communicative English in public senior high schools came into effect from April 1994 (Goold, et al., 1993), the current survey found that the importance of the interpersonal aspect of English does not seem to be fully recognized yet. In all but one of the textbooks examined here, giving empathic responses to the speaker, a simple and most useful device for fostering rapport, was limited in variety and frequency.

Perhaps this is a reflection of the Japanese style of communication where such back channeling expressions as *usso!* and *maji* are normally used only in the context of talking with peers and not with strangers or others not of similar social stature. Precisely because these back channeling expressions *do* exist in Japanese, once taught the English equivalents and their significance for English interaction, Japanese learners will find them easy to use. They then will be able to avoid the discomfort felt by the Japanese student and the American friend quoted earlier.

As an English learner myself who once did not know how to respond to an English speaking person's stories, I would like to see a shift toward a more explicit teaching of interpersonal strategies in Japanese high school and other textbooks.

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Murata, Y. (1998). *Koko no kyokasho niokeru positive politeness no atsukai*. [Positive politeness in Japanese secondary textbooks]. Paper presented at The JACET 37th Annual Convention, Okayama, Japan.

Appendix

Surveyed Textbooks

Birdland B. (1998). Tokyo: Buneido.
Evergreen A. (1998). Hiroshima: Daiichi Gakushusha.
Evergreen B. (1998). Hiroshima: Daiichi Gakushusha.
Hello there! A. (1998). Tokyo: Tokyo Shoseki.
Hello there! C. (1998). Tokyo: Tokyo Shoseki.
New interchange 1. (1997). Cambridge: Cambridge University Press.
New interchange intro. (2000). Cambridge: Cambridge University Press.
Progressive A. (1998). Tokyo: Shogaku Tosho.
Progressive B. (1998). Tokyo: Shogaku Tosho.
Sailing B. (1997). Osaka: Keirinkan.

Yasumi G. Murata received a Ph.D. in Linguistics from the Australian National University, Canberra. In March, 2002, she left full time work and now teaches part time at different universities in and around Nagoya. Her current research interests include pragmatic transfer from L1 to L2 and the miscommunication caused by such transfer, particularly from the perspective of politeness.

What Should be Known in Japan about Short-Term English Study Abroad

Patrick Blanche, *Kumamoto Gakuen University, Japan; University of Central Lancashire, UK*

Introduction

In 1993, Kathleen Kitao spotlighted a gap which Yashima and Viswatt (1991) had already noticed, when she wrote, "Although many Japanese students go overseas for study, either short-term or long-term, there has been relatively little study of these students, their preparation, or the results of the students' experience overseas." Today it appears that much of the needed research still hasn't been done, since "[t]he practice of sending higher education students overseas on short-term language immersion programs [remains] a relatively unexplored area" (Bodycott and Crew, 2000).

What can be found in Japan's mainstream EFL literature concerning Japanese people who studied English overseas for a few weeks or months is actually negligible. Two well-known ELT periodicals are published mostly or entirely in English in this country: *The Language Teacher* (*TLT*) and *Jalt Journal*. As far as I know, short-term overseas study has never been featured in *Jalt Journal*. Between January 1985 and December 2001, four articles on short-term study abroad (Johnston, 1993; Drake, 1997; Geis and Fukushima, 1997; Bodycott and Crew, 2000) and seven very brief (250 words or less) "Chapter Reports" germane to this topic appeared in *TLT* (Modesitt, 1985; Christensen, 1988; Iwakiri et al., 1993; Cogan 1994; Liebelt, 1996; Dinkins et al., 1998; Kadota, 2001). Total: less than 20 pages in more than 13,000 pages of text. This doesn't do justice to the fact that, from Hokkaido to Okinawa, studying abroad has long been an important component of English education.

At least 350 out of 600 or so Japanese institutions of higher learning send young people to Australia, Britain, Canada, Ireland, New Zealand, or the United States on a regular basis in February-March or July-August. A significant number of high schools, language schools, and travel agencies do likewise. All of this involves an estimated student population of well over 10,000 each year. Yet few Japanese seem to know what to look for when trying to assess the quality of a short study-abroad program, and even fewer seem to have any idea how much it should cost.

The aim of the present article is twofold: first, to give Japanese learners and ELT professionals useful tips for identifying good short-term EFL programs overseas; and second, to start laying the foundations for the coherent, serious and sustained research that is urgently needed.

Quality and Costs

Following are a few pointers I have compiled to help students, parents, and teachers make more informed decisions.

Quality

Perhaps the most important indication of quality in an overseas study program is the maximum number of participants if enrolment is limited, as it should be. In my experience, the ideal number is anywhere between seven and seventeen; twenty is manageable; anything above twenty-five is unacceptable. Only programs involving small or relatively small groups can yield a superior mix of flexibility and individual attention.[1]

The next most important quality indicator is the kind of language instruction being emphasized abroad. Participants should never be lumped together in the same classroom. They should be assigned to different classes, according to their respective ability levels, and work with non-Japanese foreign students. A good program ought to feature at least seventeen hours of classroom instruction a week, dispensed mostly in the morning by qualified native instructors; supervised project work in the local community, mainly in the afternoon, following morning preparations; and some optional social activities, excursions, or both, mostly in the evenings or at weekends. Low-level learners should not be expected to do much project work, but get more classroom instruction and do more homework.

Housing is the third item one should carefully look at. It might be on-campus housing, homestay, or a

海外での短期語学研修は、長い間日本の英語教育に事実上存在してはいたが、文学が主流となっている日本では、驚くほど言及されていない。二部からなるこの記事の前半では、非常に実質的なお金の質と価値について述べていく。一般的な、又は過剰に価格設定された海外語学研修を表すサインは何なのか？良い海外語学研修の顕著な特徴は何なのか？優れた海外語学研修はいくら費用が必要なのかという点をとりあげた。記事の後半では首尾一貫し、長い間続けられた調査の基礎づけを試みる。この調査が、積極的に教師と生徒の両方を巻き込み、数多くの海外語学研修の基準を挙げることができると主張する。

結論としては、海外における短期英語研修への参加が、将来の言語の発展と多くの日本人学習者の自信に決定的なものとなることを気づかせてくれるだろう。

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combination of both (e.g., three weeks on campus followed by a few days in a private home, or a short orientation period on campus before a three-week homestay). Here again, program participants should not be segregated. In a university dormitory, their neighbors must not be Japanese. Host families should never take in more than one Japanese and never more than two foreign students. Cramped living conditions are inexcusable: each participant must have his or her own room, either in a private home or on campus. Host families should ideally be whole families, giving students the chance to interact with all ages. Keep in mind that a bad homestay could be worse than no homestay. Good host families are sometimes difficult to find in Europe between late June and early September, when a lot of people are vacationing. In addition, low-level learners are often not ready to live in private homes. These learners generally benefit more by living with non-Japanese foreign students in well-equipped dormitories.

Lastly, the received idea that Japanese group leaders can make programs run more smoothly or make them safer and less stressful is expensively overstated when participants are 18 or older. Reputable academic institutions in Australia, Britain, Ireland, New Zealand, and North America have become used to dealing with Japanese students. Yet many of these students are still paying for the living and travel expenses of group leaders who are largely redundant, speak to them in Japanese, and indirectly encourage them to converse among themselves in Japanese instead of English.

Costs

The financial aspect of studying abroad is what has been the least discussed in this country's EFL literature. The *TLT* articles or reports mentioned earlier hardly touch on this topic. In Europe and North America, foreign language education researchers seem to be only just a little more practically minded. For example, "costs" or "money" were actually discussed by Drysdale and Killelea (1982) and by Dragonas (1983). Dekker and Oostindie (1988) wrote that high costs are first among the obstacles that can keep learners from going abroad—and I don't see why this wouldn't be true here as well.

In Japan, as it turns out, the use of group leaders is not the only practice that can inflate the cost of overseas study. Travel arrangements are often too expensive. English department chairpersons and people in charge of international relations in schools are not always experienced enough to put together proper itineraries, and able or willing to use good, low-cost carriers.

What can cause the most waste, however, is something else. Many short-term study programs are byproducts of exclusive relationships between Japanese universities or colleges and their respective overseas partner institutions. These special academic links have a way of stifling competition. The foreign schools have real or de facto enrolling privileges which most of them are quick to draw on. Some schools even try to turn their Japanese partners into "cash cows." As a result, Japanese universities, junior colleges and high schools commonly offer overpriced programs to their own trusting students. Some parents think high prices are justified, at least to the extent that these programs "must" be good and "safe"; but that is a fallacy.

Table 1 shows what the average cost of a four-week spring or summer program in Britain could be. The exchange rate used is 190 yen to the pound.

Table 1. Typical, Non-Inflated Cost of a Four-Week EFL Program in Britain

	Spring	Summer	
	(Homestay only)	Dormitory	Homestay
Tuition	¥115,000	¥120,000	¥120,000
Housing	¥90,000	¥46,000	¥90,000
(Extra) Food	¥23,000	¥46,000	¥23,000
Round Trip Air Fare (From Tokyo, Osaka, Nagoya, Fukuoka)	¥108,000	¥140,000	¥140,000
Overseas Travel and Healthinsurance	¥15,000	¥15,000	¥15,000
Total	**¥351,000**	**¥367,000**	**¥388,000**

Note: Homestays normally include two meals a day, five or six days a week. Participants need to buy extra food for lunch on weekdays, and for all their meals on Saturdays or Sundays or both. Note that in February-March dormitories are not available because British students are using them. The estimates given are fairly high. Money can be saved in the summer if participants leave Japan before the last and largest airfare increase of the season, which takes place around July 27; and in the summer and spring both if they cook most of their own food (British university dormitories are equipped with completely furnished kitchens).

which doesn't make studying in England or Scotland substantially more or less expensive than doing it in North America or the Republic of Ireland.

Higher Quality and Better Value through Applied Research

Short-term English study abroad should not only be affordable, but also be a catalyst for the motivation and learning mechanisms that generate fluency in English. It should lead to cross-cultural awareness and perceptible improvements in the students' ability to communicate with native speakers. It should further impel some students to go back to the foreign country for a much longer stay at a later period. Programs that do not come up to these standards should be improved. Those that do should be readily identifiable. Therefore, it would be most helpful to inventory as many programs as possible.

Create a suitable database

We need to know where, when, and for how long programs are run; and, in each case, what is taught, how it is taught, and what the teaching emphasis is on; how many Japanese and non-Japanese students usually participate; which schools, colleges, or companies the Japanese participants come from, how much money they spend, and how they evaluate their learning experience shortly before returning home. With this knowledge, the "best" 30-50 programs could be catalogued fairly quickly. American universities and colleges are regularly ranked, in several academic fields, by such large-circulation magazines as *U.S. News and World Report* (see Hartigan, 2001; Hartigan Shea & Marcus, 2001). The best 100 MBA programs are graded and listed once a year in the *Financial Times*. Putting together a similar list of short EFL programs in English-speaking countries would enhance transparency, competition and, above all, good practice.

Involve students and teachers in studies

As more scientific investigations of short-term overseas language immersion programs are needed, it is reasonable to assume that if the participants in a given program were told in advance they were about to become the subjects of an important research experiment, their extrinsic motivation would correspondingly increase. Likewise, their teachers (both in Japan and abroad) would be better focused, which would result in more thorough preparation, better coordination, and more accurate student and program evaluations. Involving students in research projects would also give them additional opportunities to work collaboratively and to think in English about themselves: this is important, because critical

Table 2. Questions which Japanese Learners Could Help Us Answer

Homestays	What is the best way to prepare students for a homestay? Can we arrive at a "standard" procedure? How should host families be selected and retained? What kind of cross-cultural training should they receive? How should they be trained, and by whom? Can we arrive at "standard" procedures?
Study Objectives	Which study objectives are most important to students? To Japanese teachers? To native instructors? If there are differences of opinion, how can we reconcile them?
Study Outcomes	Are study outcomes commensurate with study objectives? What results are actually expected by Japanese teachers? By native instructors? If there are differences, how can we reconcile them?
Curriculum	What is the best mix of classes for a short-term overseas immersion program (or is there such a thing)? What is the place of "macro-English," where the focus is on general understanding and communication per se? What is the place of "micro-English," where the emphasis is on language structure and speech accuracy? What should be the role of socio-cultural sensitization, as opposed to pure language instruction? What is the place of listening, speaking, reading, and writing clinics? How should pronunciation, grammar and vocabulary be taught?
Testing and evaluation	Can self-monitoring, self-appraisal and peer tutoring be used effectively in short term programs? If so, how? What can and should be more objectively tested? When and how should participants be tested, individually and in groups?
Language development	How can the learners' use of Japanese be minimized at all times? What minimum language proficiency level should they have reached before they are eligible for a homestay? How, and to what extent, does a brief involvement in a foreign community affect their language development?

thinking skills are not emphasized in Japan's educational system.

Some of the many practical research questions that students could help us answer are shown in Table 2.

Set clearly defined, achievable goals

Too many students do not actually know why they are performing some of the tasks they have been asked to perform abroad. Too many programs are all-inclusive: participants are supposed to get a taste of everything (conversation, sightseeing, grammar, history, listening, current affairs, composition, pop music, vocabulary, cinema, reading, sport, etc.) in three to six weeks. This unfocused, piecemeal approach to language teaching may look good on paper, but it does not always work well.

Practical research projects would call for clear, limited objectives, which in turn would strengthen the framework of the programs concerned and give both participants and teachers a greater sense of purpose. Focusing on applied research would make everyone more conscious of what can be achieved and what is merely wishful thinking. Narrowing the scope of some programs would make language instruction more, not less, efficient, and the prediction of such an outcome is not an indictment of eclecticism as a methodology—it just means that teaching content should never be confused with teaching methods.

Get genuine feedback

One of the primary purposes of research is to collect and analyze data. This would be a major asset when it came to evaluating programs and appraising each participant's performance. The back scratching that goes on between some overseas schools and their Japanese partner institutions is unpalatable at best. If they were involved in joint research projects with their Japanese partners, the foreign schools would be less eager to please, i.e. less prone to embellish reports, pile up praises, or even hide the truth. Scientific studies would put pressure on them to measure their Japanese learners' progress thoroughly and objectively. Neither these schools nor the institutions they are paired with in Japan would be satisfied with indulgent or cursory appraisals. All would want concrete results and verifiable explanations for successes and failures.

Conclusion

Too many Japanese students are not buying a high-quality "product" when they enroll in a short course of English study abroad. They and their parents should therefore learn to go beyond the glossy advertising, and the peer pressure ("Come with us, please, all our friends are going!"). Both students and parents ought to make sure they are likely to get their money's worth before paying for, or even signing, anything. It would be to their advantage if they could rely on the advice of knowledgeable teachers; but teachers, including those who are paid to both teach and do research, often do not know enough. Thus the scientific investigations that could have been made at least two decades ago should no longer be delayed—all the more so as the kind of work such investigations entail would almost immediately raise the standards of a substantial number of short-term overseas immersion programs.

What we must bear in mind is that the success of the Japanese learners who participate in these programs is crucial to their future language development. If they do not come back to this country after a few weeks feeling that their English speaking ability has improved, a lot of them will jump to the conclusion that they are not gifted enough ever to become good English speakers. They will give up. Are we willing to let this happen?

Note

1. There is, however, an exception: up to forty students could take part in a two-country tour if they were divided into two (nearly) equal groups and each group spent the same amount of time (say, a couple of weeks) in each country, but between different dates. For example, eighteen participants could study in England first, while the other nineteen were studying in Ireland or Scotland; and the two groups would trade places at the end of the second week.

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Chapter in Your Life

edited by joyce cunningham & miyao mariko

Angela Ota reports on Niigata JALT this month and discusses the challenges faced in recruiting members and officers. The coeditors warmly invite chapters and JALT members to submit 800-word reports of chapter interest in English, Japanese, or a combination of both.

Niigata: Where to Go From Here?

Being asked to write this article has forced me to take a good look at the state of Niigata Chapter, and putting down on paper some of the challenges we face has thankfully given me some ideas for directions to move in. It's not all good news, but our dilemma may help spark ideas from other smaller chapters facing the same difficulties.

When I first joined Niigata Chapter about eight years ago, we had a membership of close to 100; now it's about 36. After showing interest by attending several meetings, I was asked to become the treasurer. (I have my own small school and so it was assumed that I knew something about accounting—ho ho!) At that time, there was an abundance of officers, but within a few years, most retired in order to pursue masters programs, or moved away from the Niigata area to other universities in Japan. Gradually, as officers retired, I took on additional roles—first putting together and sending out the newsletter, then taking over as program chair. I certainly never planned nor wanted to become the president, but when our past president left the country for a foreign posting, it came down to taking over or seeing our chapter disappear. And here I am, two years later, newly aware that this organization functions due to its volunteers.

Although there are other challenges such as finances, the main problem I see now is how to get the help needed to keep Niigata alive. These last few months, I've been bringing all the necessary paperwork, money, and refreshments to meetings, and doing almost all the before and after meeting paperwork myself. This is unavoidable as none of the present officers live closer than a 50-minute drive from each other, so we can't just pass things back and forth if one of us can't attend the next meeting. I have tried to simplify the various officers' duties in order to keep the current officers in their positions. But I now realize that by doing so, I have virtually created a situation where no one else is in a position to take over. In the past, I have sent several pleas for help to members, listing the positions we need to fill, and the basic requirements of those positions. As you might have guessed, this was not at all effective, and no one responded. It has only dawned on me, after being requested to write this article, that what needs to be done is what was originally done to me. I have to request specific help from individuals who have shown an interest in attending the presentations we have held. However, there is no pool of regular attendees from which to ask for help. Apart from myself and two other officers, the maximum any one person has attended is three presentations within a one-year period, and of these attendees, most are not even members. As both of the above mentioned officers are unable to continue in their present positions, that leaves me to find a minimum of three new officers—even if just on paper—in order for Niigata to continue as a chapter.

In the past we have tried to cover a range of teaching areas over the 10 presentations we host a year. However, looking back at attendance figures, the only area we consistently have a good turn out for—25 or more attendees as opposed to 10—is presentations for teachers of children. So, perhaps, if we concentrate on this group we could draw more regular attendees, and then I can start recruiting some help. I don't mean to imply that a smaller attendance means a meeting is less worthwhile, but by covering various areas of interest, we do not draw the same crowd, so regular attendees do not exist. I'm still enjoying the opportunity of arranging and attending the meetings each month, but perhaps decreasing the number and scope of presentations we put on each year will help lessen the workload. Without help, it is truly difficult keeping up with all the email lists. Also, being the only one to attend all the required meetings at national means I don't get to see all the presentations I'm paying to attend—a sacrifice, I'm sorry to say, I'm not willing to make to stay informed.

I'm very thankful for all the help I have gotten from present and former officers and other members of Niigata JALT, and sincerely hope we can find a way to pull together and once again thrive. If reading this has given you ideas on a different approach we might try, your input would be most welcome.

Reported by Angela Ota
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Neil J. Anderson is a teacher educator in the MA TESOL program at Brigham Young University. His research interests include second language reading, teaching and learning styles, language learning strategies and language evaluation and testing. In 2001-2002, he served as President of TESOL International.

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My Share

edited by erin burke

Poetry and Vignettes in the English Classroom

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Quick Guide
Keywords: Literary analysis, reading
Learner Level: Advanced levels
Learner Maturity Level: Late teen or adult students
Preparation: 30 minutes or more to select appropriate poems or vignettes
Activity Time: 20 to 40 minutes, depending on the number of poems or vignettes used
Materials: Copies of the literature to be analyzed

Although many Japanese students have been studying English for years, they still encounter comprehension problems when reading English literature at more advanced levels. However, simply giving students a full-length novel or a short story to read in class would often prove too difficult and complicated. Time limitations further prevent an in-depth analysis of a complete English novel or book. As a possible alternative, however, teachers might be able to use more compact writing samples, such as vignettes or poetry, as classroom reading materials.

Procedure

Step 1: Divide the classroom into five teams. After the classes have been divided, write the words *Who, What, Where, When*, and *Why* on the board. The teacher then has the option of assigning each team a specific category or of assigning all five categories to each of the teams.

Step 2: Pass out samples of poetry or vignettes, and again, since time is most likely a factor, teachers will need to use short, easily understandable literary samples. The teacher should then allow students to try to identify and answer the five *W* questions listed above. If students claim they are having trouble, ask them to underline all of the nouns and pronouns in the literary sample, and then label these nouns as a *person, place, thing*, etc.

Step 3: When the five *W* questions have all been answered, ask the students if they are able to retell or summarize the story in their own words.

Option: I often use vignettes from Ernest Hemingway's novel *In Our Time*, most of which tell a complete and detailed story within the space of less than a page. As an alternative, poetry by authors such as Siegfried Sassoon and Wilfred Owen might also be used. As the Hemingway vignettes and Sassoon and Owen poetry usually deal with the horrors of war, the teacher can then use these samples to develop various in-class discussions. For example, the differences between war in these stories and war in American movies, or discussions of war in current events, and how it relates to these poems. In fact, if teachers wish to pursue the first topic, they may wish to show a sample of an American war movie in class as an example to contrast. These topics work especially well in Japan, where most students tend to be passive and anti-war in nature.

Example

Chindit, by K. N. Batley (undated)

Have you ever seen a column march away,
And left you lying, too damned sick to care?
Have you ever watched the night crawl into day
With red-rimmed eyes that are too tired to stare?
Have you ever bled beside a jungle trace
In thick brown mud like coagulating stew?
Have you ever counted leeches loping back
Along the trail of sweat that leads to you?
Have you ever heard your pals shout "cheerio",
Knowing that this is no "Auf wiedersehen"?
Have you ever prayed, alone, for help although
The stench of mules has vanished in the rain?
Have you ever thought, "what a bloody way to die!",
Left in the tree-roots, rotting, there to stay?
God, I remember last poignant "Goodbye";
I was one of the men that marched away.

After reading the preceding poem, students might find the following responses to the *W* questions listed above:

Who: *Column* and *marched* imply soldiers. One soldier is *sick*, bleeding, and *alone*. Also, the English used is a non-North American variety.

What: A soldier, perhaps British, is dying alone.

Where: A hot (*trail of sweat*) and rainy *jungle*.

When: At some past time, when soldiers, possibly British, were fighting in a jungle.

Class summary: A wounded soldier has been abandoned by his team to die alone in a jungle. The teacher could then add that *Chindit* were a group of British soldiers in Burma during WWII.

A final caveat

The wartime literature suggested above is rather dark in nature, and should probably be used only with mature students. However, this lesson could obviously be adapted to vignettes, stories, and poetry on any topic.

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A Simple, Guided-Discovery Learning Activity

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Quick Guide

Keywords: Guided-discovery learning activity, grammar
Learner English Level: Adaptable
Learner Maturity Level: Adaptable
Preparation Time: 30 minutes or less
Activity Time: 20 minutes
Materials: A reading passage and some example sentences

As a junior high school teacher, I have often found students to be passive and unmotivated in grammar lessons where teachers rely heavily on a deductive approach. However, on one occasion I found that students not only acquired the grammar rules more easily, but also actively participated in the process of acquiring target grammar rules when they were asked to work out the rules for themselves.

In order to encourage students to be involved in the process of discovering the rules of the target grammar items, I decided to introduce a simple guided-discovery learning activity to my class. As a result of the incorporation of guided-discovery learning into the classroom, students' attitudes towards grammar learning have greatly improved.

The task

As my students like to read in English, I often prepare short passages for them. Although the process of preparing materials can be time consuming, the benefits of using teacher-made materials are worth it, as the language and length can be modified to make them more accessible to students. Furthermore, a teacher usually knows what students like to read about, and the materials do not cost anything.

Procedure

Give students a passage to read, such as the one below:

The Day I Like Best

I like Sunday the best. On Sunday, I wake up at 9 o'clock because there is no *Sakura*. (A famous TV series at 8 o'clock in the morning, especially favoured by elders.) In the morning, I read some books and have breakfast. I go to a swimming club at 12 o'clock. In the afternoon, I go to a bookshop and buy a new detective story. On Sunday, time goes slowly, so I like Sunday best. But on Monday . . . life is but a dream.

Step 1: Draw two lines to separate the blackboard into three columns. Head each of the three columns with the following words: *at*, *on*, and *in*. Ask students to call out the sentences that use each expression. Write the sentences in the appropriate column. Add more examples that use the target expression, such as, *The film starts at 8 o'clock. They arrive on Tuesday.* and *I woke in the night.* I often find dictionaries such as *The Oxford Paperback Dictionary* and *The Kenkyusha Dictionary of English Collocations* very useful, and each carries a sufficient number of examples of the target expressions. Modify and simplify the language to suit your students' English.

Step 2: Ask students to search for the similarities and differences in each expression. If they succeed in finding that *at* is used to show an exact time, *on* is used to point at a particular day or time, and *in* is used to suggest a period of time, ask them if there are any regularities underlying each expression. Be aware that although the teacher will deliberately guide students towards the rules to be discovered, students should be left to a certain extent to discover the rules for themselves.

Step 3: After students have realized that *at* is placed before the time, *on* before the day, and *in* before the period of time, the students can have fun creating their own sentences before moving on to the next activity.

Conclusion

The incorporation of this simple, guided-discovery learning activity into the junior high school classroom was quite beneficial from the beginning, and students were far more positive and enthusiastic about being involved in the process of finding regularities for themselves. Moreover, once students experienced the self-discovery of rules, they became avid participants in other guided-discovery learning activities. Some of the students reported that they felt they had become much more confident in English grammar and reading. I now use guided-discovery learning activities in the classroom whenever the chance arises.

References

Ichikawa, S., et al. (Eds.). (1995). *The Kenkyusha Dictionary of English Collocations*. Tokyo: Kenkyusha.
Pollard, E. (Ed.). (1994). *The Oxford Paperback Dictionary* (4th ed.). Oxford: Oxford University Press.

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Book Reviews

edited by amanda obrien

English for Primary Teachers: A handbook of activities and classroom language. Mary Slattery & Jane Willis. Oxford: Oxford University Press, 2001. pp. ix + 148. ¥3,500. ISBN number: 0-19-437563-3.

In an effort to give children an earlier start with English, many public primary schools throughout Japan are now implementing English activities as part of their integrated studies curriculum. *English for Primary Teachers*, a new offering from Oxford University Press, offers timely help for teachers of primary grade children.

The book is aimed at English teachers who are not native speakers. For this target reader, the book represents an opportunity: as EFL student, improve your knowledge of and ability with English; and, through the medium of English, broaden and deepen your knowledge of EFL teaching theory and methods. *English for Primary Teachers* thus offers a potentially rich resource for local teachers. However, the level of language used in the book is such that one must ask if the book is pitched appropriately for its main target market. I suspect that for a sizeable percentage of local elementary school teachers, the answer is, unfortunately, no.

A secondary target for *English for Primary Teachers* is the EFL teacher trainer. It is reasonable to assume that revisions in the public elementary school curriculum are going to bleed into the curriculum pursued in the *juku*(s) and neighborhood language schools that flourish all over the country, thereby increasing the demands placed on teacher trainers. *English for Primary Teachers* provides both theory and practical activity descriptions for trainers to introduce to teachers in training sessions. To assist that effort, the authors have provided a special introduction on how the book can be used as the basis for a teacher training program.

The accompanying audio CD is noteworthy. Though it is designed partly to aid development of listening skills, it is not the usual listening supplement that often accompanies EFL textbooks. In addition to clearly recorded pronunciation models, the CD features classroom recordings. These have been rerecorded in a studio, but are based on the authors' "bank" of English lessons—lessons which were collected from thirteen different primary level teachers in very diverse settings. The authors tell us that these lessons are representative of "good practice from dedicated and committed teachers—not perfect samples specially prepared, but real classes in action" (p. 1). In a sense, the classroom recordings enable the listener to eavesdrop on primary level EFL classrooms in a variety of locations and hear what successful non-native primary teachers are doing. Transcripts of the recordings (including the age of students with whom the material was used) are also presented with the text.

I tested several of the activities described in the book with third year students at a public elementary school. During a coloring activity, I found that students did indeed begin to use English spontaneously with the stimulus of hearing it spoken and without any overt instruction. An activity involving mime and one involving choral repetition were less successful, but were nonetheless well received.

The layout and features of *English for Primary Teachers* make it user friendly in the fullest sense. There are clearly indicated recurring categories and symbols that guide the reader through the text. The illustrations also add to the flavor of the text and convey a sense of the possibilities for foreign language activities with young students.

English for Primary Teachers is an interesting package. For teachers of children who are looking for new activities to try out, the book is certainly full. The fact that the material is based on work being done by real, working, primary level teachers lends a lot of credibility.

William Matheny, Nagoya Chapter

Business Vocabulary in Use. Bill Mascull. Cambridge: Cambridge University Press, 2002. pp. 169. ¥2,950. ISBN: 0-521-77529-9.

"English is the language of international business" has become a cliché, and yet it is true that English is being used more and more widely for various business purposes. *Business Vocabulary in Use* is a textbook designed for intermediate and upper intermediate students who wish to improve their business English.

The best quality of this textbook is its flexibility. It consists of 66 two-page units. Forty-four of these units are thematic, covering such business aspects as production, marketing, and even ethics (VERY appropriate in the light of recent corporate events in the United States). The other units cover vocabulary needed for important business skills such as presentations, meetings, and negotiations.

The first page of each unit introduces the vocabulary for each theme or skill area in context. Typical word combinations and associated grammar are also presented. Notes on mistakes to avoid and British/American English differences are included on this page. The second page gives students practise in using the new vocabulary and expressions in context, diagrams, or crossword puzzles. Each unit finishes with an Over To You section, which asks students or workers to share ideas, orally or in writing, from their own experience.

As mentioned earlier, flexibility is a definite plus with this textbook. In my first year economics vocabulary class, students work in groups to choose the units from each section they wish to study, thus making the textbook their own.

Another good point is that this textbook lends itself well to the SQ3R (Study-Question-Read-Review-Recite) method that I teach my students as an alternative to the MEQ (Memorize Everything Quickly!) method. The unit exercises are easily done by pairs or groups, or they can be done as self-study/homework exercises, whereby students use the answer key at the back of the textbook to check their own work.

Overall, I heartily recommend this textbook for use by those preparing for, or actually involved in, the world of economics, finance, and business.

Thomas Anderson, Aoyama Gakuin University

Recently Received

compiled by jennifer danker

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will not be available for review after the 31st of December. Please contact the Publishers' Review Copies Liaison. Materials will be held for two weeks before being sent to reviewers and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to the Publishers' Review Copies Liaison.

Books for Students

contact Jennifer Danker
<danker@cc.matsuyama-u.ac.jp>

Coursebooks

Time to Communicate. Bray, E. Tokyo: Nan' Un-Do, 2002.
**Practical Readings 1*. Bruton, A., & Broca, A. Tokyo: Abax, 2002.
!*Oxford English for Information Technology*. Glendinning, E., & McEwan J. Oxford University Press, 2002.
**Obvious Letters: The Associative Alphabet Every Child Will Remember*. Hausmann, G. Key Largo, FL: Educ-Easy Books, 1997.
**Taking Sides: Critical Thinking for Speech, Discussion and Debate*. Hesse, S. Tokyo: Kinseido, 2000.
**Issues & Answers: Reading, Listening and Discussing Current Issues in English*. Johnson, V. Tokyo: Kinseido, 1999.
**You, Me and the World: A Course in Communicative English for Global Citizenship*. Peaty, D. Tokyo: Kinseido, 1997.
!*New Headway English Course (Beginner)*. Soars, J., & Soars, L. Oxford University Press, 2002.

Supplementary Materials

Classroom English. Gardner, B., & Gardner, F. Oxford University Press, 2000.
Intercultural Activities. Gill, S., & Cankova, M. Oxford University Press, 2002.
Presenting New Language. Hadfield, J., & Hadfield, C. Oxford University Press, 1999.

Books for Teachers

contact Kate Allen <kateob@kanda.kuis.ac.jp>

**The Japanese Mind: Understanding Contemporary Japanese Culture*. Davies, R., & Ikeno, O. (Eds.). Boston: Tuttle Publishing, 2002.
!*Intercultural Business Communication*. Gibson, R. Oxford University Press, 2002.
!*Methodology in Language Teaching: An Anthology of Current Practice*. Richards, J., & Renandya, W. (Eds.). Cambridge University Press, 2002.
**An Introduction to Applied Linguistics*. Schmitt, N. (Ed.). London: Arnold Publishers, 2002.
**Discourse Politeness in Japanese Conversation*. Usami, M. Tokyo: Hituzi Syobo Publishing, 2002.
Stylistics. Verdonk, P. Oxford University Press, 2002.

JALT News

edited by mary christianson

Welcome to December's JALT News. If you attended the annual conference last month, I hope that it was enjoyable as well as educational for you. I also hope that you will make plans to join us again in Shizuoka next year for JALT2003. If you're interested in submitting a proposal, keep an eye out for that Call for Papers—the deadline comes up pretty quickly! Or, if you would like to help out with next year's conference, the conference planning committee is always looking for volunteers to join the team and offer fresh ideas to make our annual conference the best it can be. Contact Director of Program Alan Mackenzie at <asm@typhoon.co.jp> to get involved. It will be a great experience for you, and will benefit JALT as well.

In this month's column we have a call for presenters from Okayama JALT. If you are interested in presenting, this is a great chance to get out there, be heard, and meet other JALT members. Have a wonderful holiday season. Stay warm, stay safe, and we'll see you in 2003!

12月のJALTニュースへようこそ。先月の年次会議に出席された方は、教育的であっただけ楽しかったことでしょう。また来年、JALT2003でお会いできることを楽しみにしています。提案をされたい方は、Call for Papersに注意していてください。締め切りはとても早くやって来ます。また、来年の会議を手伝って下さるボランティア、フレッシュなアイディアを持っている方を、委員会はいつでも探しています。Director of ProgramのAlan Mackenzie asm@typhoon.co.jp までご一報ください。あなたにとってもJALTにとっても、素晴らしい経験となることでしょう。

今月のコラムは、岡山JALTからです。ご興味のある方には、他のJALTメンバーとの交流をはかるのに、格好の場となるでしょう。それでは、良い休暇をお過ごしください。2003年にまたお会いしましょう。

A request from Okayama Chapter

Okayama chapter is seeking potential speakers for monthly meetings starting in January 2003. We particularly welcome reports on the results of practical classroom-based action research, and from speakers from outside the university sector such as teachers in elementary and high school positions. As we have a limited budget, we would particularly welcome potential speakers from Chugoku or Kinki regions, but we would welcome anyone who can obtain private funding. We offer an honorarium, drinking partners post event and maybe help with homestay accommodation. Speakers should be prepared to speak for 40 or 80 minutes. Applications or enquiries should be addressed to Peter Burden at <burden-p@po.osu.ac.jp>.

Submitted by Peter Burden, Okayama Chapter President

岡山チャプター

岡山チャプターでは、2003年1月から始まる月例会議の発表者を探しています。実際のクラスルームにおけるアクションリサーチ、小中高校からのリサーチを特に歓迎します。予算の関係で、中国・近畿地方の発表者を特に歓迎いたしますが、その他の方も大歓迎です。謝礼や飲み会のご用意、またホームステイの宿泊施設もご用意出来るかと思います。スピーカーの方には、それぞれ40分か80分、お話ししていただきます。ご応募、ご質問は、Peter Burden, burden-p@po.osu.ac.jpまで。

Special Interest Groups News

edited by coleman south

Learner Development SIG is working on an anthology of new perspectives on learner and teacher development in Japan. The collection will include teacher research, interviews, and stories on all aspects of autonomy. The anthology is a collaborative process in which contributors will work in dialogue with each other, giving mutual support and critical feedback as we research, develop, and write up our ideas. Some of these dialogues will form part of the final anthology. Tim Murphey and Phil Benson will also be advising on and responding to the development of the contributions.

If you are exploring new approaches to autonomy with your learners either in or out of the classroom, with colleagues in the institution where you work, or in other forums and want to develop your ideas for publication in collaboration with others, then please get involved. Send us an outline (about 100 words) of the ideas or questions you'd like to work on for your contribution by December 31st. Send to the anthology coordinators: Andy Barfield, <andyb@tamacc.chuo-u.ac.jp>; or Mike Nix, <mikenix1@tamacc.chuo-u.ac.jp>. Between January and May 2003, we'll be working together to further develop and write up our ideas, as well as discussing them at a retreat in mid-June. The anthology will be completed by November, in time for JALT 2003. For more information see the anthology page on the SIG website: <www.miyazaki-mu.ac.jp/~hnicoll/learnerdev/anthology.html>.

Pragmatics—Three messages from this SIG:

1) Last month at JALT2002 in Shizuoka the Pragmatics SIG marked its 3rd anniversary of success in JALT, making us a fully-fledged SIG. Our presence was strongly felt at Granship, where we chaired two sessions of papers about research and practice in pragmatics and discourse. (More news about the conference will appear in future issues.)

2) Please don't forget the December 10 deadline for presentation proposals for the ***Temple University Applied Linguistics Colloquium*** on February 16, 2003 (co-sponsored by the Pragmatics SIG). See the Conference Calendar for details.

3) In other news, several of our officers are busy planning the ***2nd Annual JALT Pan-SIG Conference***, to be held May 12-13 at Kyoto Institute of Technology. This conference is co-sponsored by the Testing and Evaluation SIG and the Kyoto Chapter. We proudly welcome Dr. Gabriele Kasper from the University of Hawaii as guest speaker. Proposals will be accepted until February 14, 2003 for presentations in the field of pragmatics which deal with our theme: *Connecting Theory, Research, and Practice*. For more information, contact our Program Chair, Megumi Kawate-Mierzejewska.

SIG Contacts

edited by coleman south

Bilingualism—Peter Gray; t/f: 011-897-9891(h); <pag@sapporo.email.ne.jp>; <www.kagawa-jc.ac.jp/~steve_mc/jaltbsig>

College and University Educators—Alan Mackenzie; t/f: 03-3757-7008(h); <asm@typhoon.co.jp>

Computer-Assisted Language Learning—Timothy Gutierrez; t: 090-7541-9423; <timothygutierrez@yahoo.com>; <jaltcall.org>

Gender Awareness in Language Education—Jane Nakagawa; t: 0293-43-1755; <janenakagawa@yahoo.com>; <members.tripod.co.jp/gender_lang_ed>

Global Issues in Language Education—Kip A. Cates; t/f: 0857-31-5650(w); <kcates@fed.tottori-

Teachers Wanted

Discerning teachers appreciate that all Intercom Press publications are created in Japan for Japanese students by teachers of Japanese students.

The new, full-color Natural Speaking is designed for students of low-intermediate level and up. This 12 unit edition features dialogue ideas, group work, listening and information gap activities and topics interesting to students in the mid-teens to young adult range.

The highly flexible material allows teachers to adjust the degree of complexity to match the level of their students. Basic structures and expressions are provided to give assistance, but students are encouraged to go beyond the printed page, developing language at a natural pace, and in a more natural speaking environment. Class CD and Teacher's Edition available.

Humanity & Technology is an integrated skills book for Japanese university students featuring intensive listening, speaking, reading and writing activities about various contemporary issues students are facing in the world today. Brainstorming and problem solving, individually, in pairs and in groups, encourages students to learn and think about the ways technology is affecting their lives while building their English communication skills.

Practical exercises in problem solving, writing, discussion and listening challenge students throughout the text. Student text includes listening CD. Class CD also available.

Marathon Mouth is a student-centered, grammar / function-based English conversation text book designed for high school to college level conversation classes of more than eight students. The cooperative-learning, student- centered methodologies featured create a holistic approach to language learning that will benefit students who have studied English for a number of years, yet lack the confidence and / or ability to speak. The text maximizes student on-task time in the classroom with non-threatening, confidence-building activities. Class CD, Activity Cards and Teacher's Edition available.

Marathon Mouth Plus is a student-centered, topic-based English conversation text book designed for large conversation classes from high school to college level. The text is a confidence building course which gives students maximum conversation time in a controlled language situation, and can be easily expanded by teachers to match their students' needs and abilities. Marathon Mouth Plus can be used as an initial text or as a follow-on text for students that have used Marathon Mouth. Class CD and Teacher's Edition available.

Please send me an evaluation copy of:

☐ Natural Speaking ☐ Humanity & Technology
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u.ac.jp>; <www.jalt.org/global>

Japanese as a Second Language—Nitoguri Shin; <nitoguri@isec.u-gakugei.ac.jp>

Junior and Senior High School—William Matheny; t: 052-262-0585; <pxq00730@nifty.ne.jp>

Learner Development—Steve Brown t: 0727-23-5854(w), f: 0727-21-1323 (w); <brown@Assumption.ac.jp>; <www.miyazaki-mu.ac.jp/~hnicholl>

Material Writers—James Swan; t/f: 0742-41-9576(w); <swan@daibutsu.nara-u.ac.jp>; <www.jalt.org/mwsig>

Other Language Educators—Rudolf Reinelt; t/f: 089-927-6293(h); t/f: 089-927-9359(w); <reinelt@ll.ehime-u.ac.jp>

PALE—Edward Haig; f: 052-789-4789(w); <haig@lang.nagoya-u.ac.jp>; Michael H. Fox; <thefox@humans-kc.hyogo-dai.ac.jp>; <www.voicenet.co.jp/~davald/PALEJournals.html>

Pragmatics—Yamashita Sayoko; t/f: 03-5283-5861; <yama@tmd.ac.jp>; Kite Yuri; <ykite@gol.com>; Bill Hogue; <whogue@almuni.indiana.edu>; <groups.yahoo.com/group/jaltpragsig>

Teacher Education—Miriam Black; t: 096-339-1952(h); 096-343-1600(w); <miriamblacktesig@yahoo.com>

Teaching Children—Aleda Krause; t/f: 048-787-3342; <aleda@tba.t-com.ne.jp>

Testing and Evaluation—Jeff Hubbell <jkh@twics.com>; <www.jalt.org/test>

Forming SIGs

Eikaiwa—Duane Flowers; t/f: 0736-36-2993; <duane@purple-dolphin.com>

Pronunciation—Veronika Makarova; t: 0298-567862(h); f: (except university vacations/holidays) 047-350-5504(w); <makarova@etl.go.jp>; Elin Melchior; t: 568-76-0905; f: 568-71-8396; <elin@gol.com>

Advertiser Index

Key: IFC = inside front cover, IBC = inside back cover, OBC = outside back cover

Cambridge University Press	40
Council	24
Dramaworks	8
EFL Press	14
Intercom	28
Oxford University Press	10, 36, OBC
Seido	2
Thomson	20, 21, 32, 33
JALT2003 conference	IFC
14 reasons to join JALT	IBC

Chapter Reports

edited by richard blight

Gunma: September—***Teaching College English Through TV Commercials*** by Fujita Tomoko and Karen McGee. Content-based courses differ from those which focus on language learning in that students have opportunities to engage in activities that require creativity and the use of language in authentic situations. In completing tasks, students often exercise cooperative collaboration with other students. Such is the case in the course using TV commercials developed by McGee and Fujita. In this presentation, they described the outline and rational for this one-year course that they have used at two universities. The course consists of four main parts: Vocabulary, Analysis, Group Projects, and Writing: analyze and critique TV commercials in writing. Besides the entertainment and enjoyment factors in watching commercials, the presenters' goals are to help students develop the critical thinking, discussion, and writing skills necessary to analyze TV commercials. In order to do this, students first need to learn vocabulary specific to this area such as *images, target audience* and *implied message.* During the first semester, students practice using such vocabulary and develop observational and analytical skills using four-six commercials. After the summer break, students start work on their projects. The first step is to plan in a group the product, slogan, target audience, implied message, images, and sounds from a list provided by the teacher. Then groups plan their own commercial and present it to the class in the form of video, storyboard, puppet show, or drama. Groups and the teacher do critical analysis of the student-created commercials, and students evaluate commercials created by other groups. As a final step, students write paragraphs based on their critiques.

Reported by Renee Sawazaki

Hiroshima: June—***Teaching English in Other East Asian Countries*** by Lauren Merginio, Peter Wang, and Ian Nakamura. Merginio described his teaching experiences on Sakhalin Island. He spent two years, from 1997 to 1999, teaching English to mostly high school and adult students. The motivation to learn English on Sakhalin is very high because English speakers are guaranteed much better paying jobs, primarily with foreign oil companies which have invested in the island. Merginio told us that although life is quite hard and people are poor on Sakhalin, they are kind and generous with everything that they have. He very much enjoyed the time he spent there and still keeps in contact with the friends that he made.

Wang also felt that the motivation for English learning was greater in China than in Japan. There are many English training classes all over China, including training for staff within companies and government at various levels, commercial English training classes, English programs on TV, lectures given by English native speakers, and English corners. While many teaching methods are the same in the two countries (such as focusing on grammar and a tendency to study English for exams), Wang discussed some important differences: Chinese teachers are stricter; the students are a little more active; and there is more evaluation and supervision of English teachers in China.

Nakamura talked about the teaching situation in Thailand. He found that there is a wide gap between opportunities for English learning in Bangkok and in the countryside. In the country, equipment and textbooks are often rather old. Classrooms can be very noisy as there is no glass in the windows and often no doors. He said that English is taught in primary schools, but to varying degrees by geographical location. It is a required subject in secondary schools, and the entrance exam is crucial. He said that efficiency over quality is the general rule. Despite the problems, Nakamura believes that both teachers and students have the best intentions and also try hard. He feels that there is potential for collaboration between teachers in Japan and Thailand.

Reported by Roidina Salisbury

Hiroshima: July—*Toastmasters* by John Kinley. Kinley shared with us the key points for making presentations in public. Through the use of visual aids, jokes, and amusing and interesting anecdotes, he illustrated how to organize a presentation, use your voice well, and have a good stage presence. He also showed us how to get the audience's attention in the introduction of the presentation. He said the presenter should keep to three main points, use transitions to move from point to point, and have a strong closing. To use your voice well, think about the appropriate volume, speed, pitch, and quality. As for a good stage presence, dress for success, use eye contact, gestures, and movement, and speak with confidence. At the end of Kinley's presentation, three members of the audience gave a short talk which Kinley then critiqued for everyone's benefit. By using all of the methods he outlined in his presentation, Kinley was his own best illustration. His presentation should make it easier for us to feel more comfortable with public speaking in the future.

Reported by Roidina Salisbury

Hokkaido: September—*Innervoice, Time, Planning & Practice* by Marc Helgesen. Helgesen began the presentation with a brief explanation of what he means by *innervoice*. Whenever we speak to someone, we have two conversations going on at the same time. One occurs between the speakers, and the other occurs inside our head. Innervoice, he explained, is largely about imagination and about how people talk to themselves all the time. It can help language learners because it allows them to go deeper with the language. In other words, they can go beyond basic textbook dialogs or language forms. Helgesen asked the participants to explore their own innervoice by reading dialogs he had prepared and come up with innervoice conversations as supplements to the written dialogs. We worked in pairs and small groups, exchanging innervoice conversations with each other. It was easy to see how the innervoice conversations added to otherwise routine dialog-building exercises.

As the presentation progressed, it became apparent how students use different modalities to learn or focus on different aspects of a lesson. Like students, some of us learn better by visual stimulation. Others prefer auditory stimulation, and still others are stimulated more through the kinesthetic sense. As an example of how students could employ their innervoice in conjunction with their own styles of learning, the presenter had participants close their eyes and think of a time when they were trying to remember something. What did they see? What did they hear? What did they feel emotionally? By asking questions which draw attention to the different senses (rather than just one), we make the experience more real and meaningful.

Throughout the presentation, Helgesen demonstrated various ways students could use their innervoice to plan and practice different learning activities (e.g., with dialogs, exercises that focus on language forms, pairwork activities, pronunciation and intonation exercises, vocabulary building, and listening activities, etc.). By the end of the presentation, we had a very clear picture of how students could improve their English using their innervoice.

Reported by Alan Bossaer

Kitakyushu: September—*Shuffling Strategies* by Joy Jarman-Walsh. The presenter started by demonstrating a method for facilitating communication in EFL classes. Students are put into groups and then discuss groupwork as a topic. What are the possible advantages and disadvantages of groupwork? How should groups be organized, and with what goals? Following some initial observations, we changed groups several times and continued the discussion. People were assigned to groups twice randomly, and then once by the presenter. Our group discussions thus modeled the group dynamics under discussion. Jarman-Walsh discussed her methodology for achieving good groupwork. She has identified four basic personality types, which she characterizes as Leader, Helper, Shy/Inactive, and Saboteur. She groups her students in combinations of these personality types, since she has found that good groups often have a balance of at least one (and preferably two) Helper types, and only one Leader, of course. Shy/Inactive types are best all grouped together. Saboteurs need a little talk with the teacher.

Jarman-Walsh also discussed her rationale for arranging groups. When group activities never seemed to work in her classes, she initially drew upon previous psychology experience to formulate personality tests, but found them to be inconclusive. She then tried different methods of grouping—random, student selected, and teacher selected, and judged the effectiveness of the various combinations by the grades that participating students received. She found that the teacher-selected arrangements were most effective. She recommends a three-student triangle, but it is necessary to divide tasks equally so that each student speaks (English only) in the presentation. We finished the presentation with a hotly contested quiz review—rewarded by chocolates instead of grades.

Reported by Dave Pite

Chapter Meetings

edited by tom merner

Chiba—*My Share*. Bring your best class activity, game, or warm-up and share it with us. We will also hold our Winter Holiday Party right there, so bring your signature party dish as well! *Sunday December 15, 14:00-16:30; Chiba Chuo Community Center (near Chiba Shiyakushomae on the JR monorail); one-day members ¥500.*

Fukuoka—***Introducing* American Headway*, the New American Classic*** by Julian Warden, Oxford University Press. Warden will introduce the new textbook series: *American Headway*. He will also display other Oxford University Press books, give away samples, and answer questions. Free pizza will be provided. *Saturday December 7, 19:00-21:00; venue TBA (perhaps Aso); free for all.*

Hokkaido—***Bonenkai Party.*** Our annual End-of-Year Turkey Potluck Party! You bring the food and JALT will provide the drinks. *Sunday December 8, 12:00-16:00; Hokkaido International School (near Sumikawa Subway Station); one-day members ¥1000.*

Ibaraki—***EFL in Japan in the Past 25 Years*** by Charles Adamson, Miyagi University. Over the last 25 years, EFL has been altered almost beyond recognition. Methods have come and gone. This presentation will give an overview of what has happened, including the LL boom, Suggestopedia, Community Language Learning, Silent Way, eclecticism, CALL, and more. The speaker will also discuss changes in the profession and in JALT. Our *bonenkai* will be held immediately after the meeting; location a two-minute walk from the meeting site. *Sunday December 8, 13:30-17:00; Tsuchiura Ulara Building—Kennan Shougai-Gakushuu Center (across from Tsuchiura Station); one-day members ¥500.*

Kitakyushu—**American Headway** by Julian Warden. Oxford University Press celebrates the launch of *American Headway*, a new multi-level four skills series for adults and young adults who want to use American English both accurately and fluently. Grammar and vocabulary are taught and explained thoroughly and all four skills are developed systematically. *American Headway* combines the best of traditional methods with more recent approaches to make the learning of English stimulating, motivating, and effective. *Saturday December 14, 19:00-21:00; Kitakyushu International Conference Center, room 31; one-day members ¥1000.*

Kobe—We will have a potpourri meeting in December. We have two presentations. One by Matsumoto Toyoko of Kobe City University of Foreign Studies titled ***Double Object Construction and the Verb***. The other will be by Hirouchi Hiroko of Sonoda Gakuen Women's University. Her title is to be announced. *Sunday December 8, 13:30-16:00; Kobe YMCA LETS; one-day members ¥500.*

Kyoto—***The Influence of Early Education on Japanese University Students' Performance*** by Michael Furmanovsky, Ryukoku University. Following the one-hour presentation, an end-of-year party will be held at a nearby restaurant. *Friday December 6, 19:00-20:00; Kyoto Kyoiku Bunka Center; one-day members ¥1000.*

Matsuyama—***Fluency vs. Accuracy: The* Headway *Approach*** by Stephen Crabbe, Oxford University Press. This workshop will address the issue of fluency verses accuracy and will offer practical techniques for adult and young adult students that can be put to immediate use in the classroom. Participants will also receive free samples of Oxford's new *American Headway*. Free sample copies available of other Oxford University Press materials as well. *Sunday December 8, 14:15-16:20; Shinonome High School Kinenkan 4F; one-day members free.*

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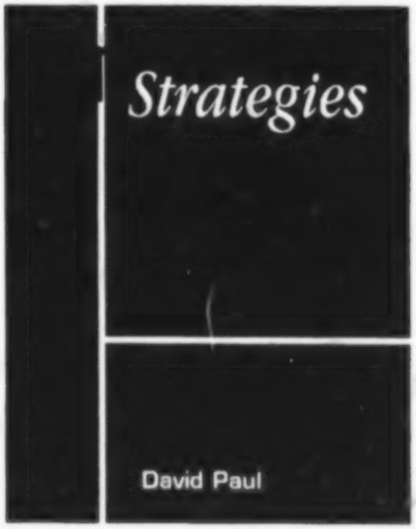

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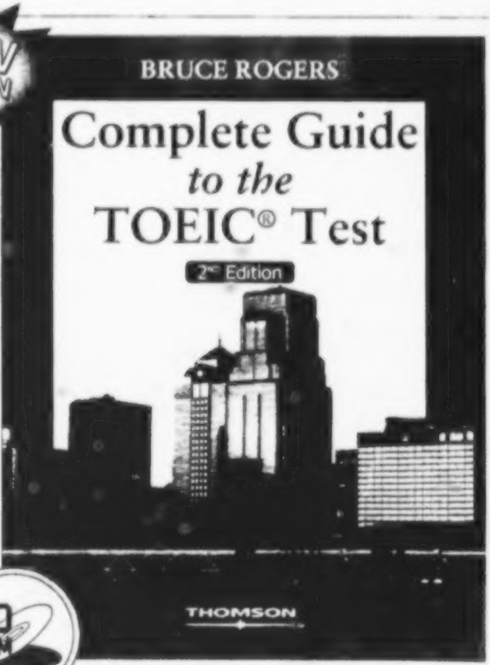

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Christopher Chase, Seinan Gakuin University. In this workshop, the coauthor of *Natural Speaking* (Intercom Press) looks at ways to encourage learners both inside and outside the classroom. Examples will be provided of learner-centered activities and exercises. The last part of the presentation will involve brainstorming with participants about ways we can motivate our learners to take control of their own learning and understand that success depends upon their own efforts. *Saturday December 7, 13:30-16:30; Kotsu Sangyou Centre, Nagasaki Bus Terminal Building, 4F, Volunteer Centre Free Space; one-day members ¥1000.*

Nagoya—*Annual My Share/Year End Party.* Come and enjoy Nagoya JALT's annual *My Share* event in which members share teaching ideas with each other. All participants are welcome to share classroom ideas. A *bonenkai* party will be held afterwards. *Sunday December 8 13:30-16:30; Nagoya International Center, 3F; one-day members ¥1000.*

Niigata—*My Share and* Bonenkai. Hope you can join us for our end of year party. We'll share ideas in a relaxed atmosphere while enjoying lunch. Bring your favorite five- or ten-minute activity and your favorite food or drink for the potluck. *Sunday December 15, 12:30-14:30; Niigata International Friendship Center, Niigata city; one-day members ¥1000. Contact Angela at 0250-41-1104 for details.*

Okayama—*Addressing Relevance and Motivation* by Paul Rosengrave and Katherine MacKay, Pearson Education. Rosengrave will first introduce high-interest, relevant activities, designed for a false or high beginner class with materials drawn from new Longman materials. Mackay will then give a workshop exploring the current teaching approaches of teaching children through discovery of language, multi-sensory involvement, and multi-learning styles. This will be followed by a *bonenkai* at a venue to be chosen. *Saturday December 7, 15:00-17:00; venue TBA (please contact <burden-@osu.ac.jp>); members and one-day members free for presentation but a reasonable charge for* bonenkai *required.*

Toyohashi—*Reports From JALT National Conference* by Toyohashi Chapter members. Members who attended the JALT National Conference in Shizuoka will report back on presentations which impressed or entertained them. Explanations of selected presentations will include handouts. The annual *bonenkai* will be held following the meeting, and all members and friends are invited to attend. *Sunday December 15, 13:30-16:00; Building 5, Aichi University, Toyohashi Campus; free for all.*

Yamagata—*Salt Lake City in Terms of its History, Industry, Religion, Culture, Education, Language, etc.* by Jason West. The presenter will talk about the above-mentioned topic in every possible term, focusing on English as a means of global communication. *Saturday December 7, 10:00-12:00; Yamagata Kajo Kominkan (t: 0236-43-2687); one-day members ¥500.*

Yokohama—*Drama-tic Improvements to English Teaching Using Drama* by Kristie Collins, the Drama Works Team. The presenter, who is coauthor of *Star Taxi* (2000) and *Pop Stars* (2002) will present, in a workshop style, a new drama-based TESOL method successfully used in secondary and higher education. Stories are enjoyable and require no drama experience or props. Useful as a complete course or supplement, texts include warm-ups, language activities, and teacher's notes. *Sunday December 8, 14:00-16:30; Ginou Bunka Kaikan (near JR Kannai station); one-day members ¥1000.*

Chapter Contacts

edited by tom merner

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact person should send all information to the editor: Tom Merner; t/f: 045-822-6623; <tmt@nn.iij4u.or.jp>.

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Conference Calendar

edited by linh t. pallos

New listings are welcome. Please submit information to Linh T. Pallos by the 15th of the month at <tlt_cc@jalt.org>, at least three months ahead (four months for overseas conferences). Thus December 15th is the deadline for a March conference in Japan or an April conference overseas, especially for a conference early in the month.

Upcoming Conferences

December 12-15, 2002—***24th Annual Language Testing Research Colloquium (LTRC 2002): Language Assessment in Global Contexts***, at the Hong Kong Polytechnic University, Hong Kong SAR. Contact LTRC 2002 Organizing Committee, Asian Centre for Language Assessment Research, Department of English, Hong Kong Polytechnic University, Hunghom, Hong Kong; <egACLAR@polyu.edu.hk>; website <engl.polyu.edu.hk/ACLAR/ltrc.htm>.

December 16-21, 2002—***AILA2002 SINGAPORE/13th World Congress of Applied Linguistics—Applied Linguistics in the 21st Century: Opportuni-***

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ties for Innovation and Creativity, at the Suntec City International Convention and Exhibition Centre in Singapore. Inquiries to Anne Pakir, <ellanep@nus.edu.sg>; website <aila2002.org>.

January 6-10, 2003—*The 2003 Hawaii International Conference on Education* in Honolulu, Hawaii. Contact Hawaii International Conference on Education, P.O. Box 75036, Honolulu, Hawaii 96836, USA; t: +808-947-7187; f: +808-947-2420; <education@hiceducation.org; website <hiceducation.org/cfp_edu.htm>.

January 23-25, 2003—*Thailand TESOL. 23rd Annual International Conference: ELT 2003: Culture, Content and Competency* in Bangkok, Thailand. The phenomenal demographic and technological changes in the 21st century require unprecedented levels of interpersonal communication and intercultural contact in the world. As EFL teachers and practitioners, we understand that communicating in a foreign language effectively depends upon more than knowing the vocabulary and structure; it entails thinking as much as the practice of language and communication. The aim of this conference is to provide ELT professionals a forum to promote approaches and methods that enhance learners' communication skills as well as to devise strategies and schemes which relate to EFL culture. Contact Suchada Nimmannit, t: +66-02-218-6100, f: +66-02-218-6027; <nsuchada@chula.ac.th>; website <thaitesol.org>.

January 30-February 1, 2003—*6th International Conference on Languages for Specific Purposes: The Role of Information Technology in LSP Research and Pedagogy,* at Escola Universitaria Politecnica de Catalunya. The aim of this conference is to gather lecturers and researchers interested in the role of information technology in LSP teaching and research. Website <solki.jyu.fi/yhteinen/kongress/start.htm>.

February 7-9, 2003—*English for Specific Purposes (ESP) and Testing, Evaluation & Assessment,* in Bielefeld, Germany. Joint workshops by VHS Bielefeld/Germany and the IATEFL ESP & TEA Special Interest Groups. Contact Event Organiser, c/o VHS Bielefeld, Ravensberger Park 1, D-33607 Bielefeld, Germany; t: 49-(0)521-512331; f: 49-(0)521-513431; <wolfgang.ridder@bielefeld.de>.

March 12-14, 2003—*TESOL Arabia International Conference: English Language Teaching in the IT Age,* at the Al Bustan, Rotana, Dubai, United Arab Emirates. Deadline for proposals is December 2002. Speakers include David Nunan, Rebecca Oxford, Michael Lewis, Carolyn Graham, Olha Madylos, Elizabeth Hamp Lyons, and Ken Hyland. Contact Kathy Bird, f: +971-4-264-8681; <Kathy.Bird@zu.ac.ae>; website <tesolarabia.org/conference/conference1.php>.

March 25-29, 2003—*Teachers of English to Speakers of Other Languages, Inc. (TESOL): Hearing Every Voice,* in Baltimore, Maryland. Annual conference includes pre- and post-convention institutes and publisher and software exhibition. Contact TESOL, 700 South Washington St., Ste. 200, Alexandria, Virginia 22314; t: +703-836-0774; f: +703-836-7864; <conventions@tesol.org>; website <tesol.org/conv/index-conv.html>.

Call for Papers/Posters
(in order of deadlines)

December 10th, 2002 (for February 16, 2003)—***Temple University Applied Linguistics Colloquium 2003,*** Temple University Japan, Tokyo. This colloquium is being organized as part of the 20th anniversary of Temple University Japan, and is cosponsored by the JALT Pragmatics SIG. Proposals are invited on research in any area of applied linguistics; however, two topics of special interest this year are pragmatics and vocabulary research. Proposals may be on completed research or on work in progress. For detailed submission guidelines, please contact the Organizing Committee Chair, Megumi Kawate-Mierzejewska, <mierze@tuj.ac.jp>.

February 14th, 2003 (for May 12-13)—***The 2nd Annual Pan-SIG Conference 2003.*** The Kyoto Chapter, Testing and Evaluation SIG, and Pragmatics SIG invites proposals for papers, posters, and colloquia to be presented at Kyoto Institute of Technology. Conference themes include:

Conversational Fluency: Ideology or Reality? Kyoto chapter, contact Program Chair Nathan Furuya, <nfuruya@gol.com>; website <ilc2.doshisha.ac.jp/users/kkitao/organi/kyoto/>,

Communicative Language Testing. Testing and Evaluation SIG, contact Program Chair Tim Newfields, <newfields@yahoo.com>; website <jalt.org/test/conference.htm>, and

Connecting Theory, Research, and Practice; Pragmatics SIG, contact Program Chair Megumi Kawate-Mierzejewska, <mierze@tuj.ac.jp>, website <groups.yahoo.com/group/jaltpragsig/>.

Please submit all queries and proposals to the appropriate Program Chair.

Job Information Center

edited by paul daniels

To list a position in The Language Teacher, *please email <tlt_jic@jalt.org> or fax (0463-59-5365) Paul Daniels, Job Information Center. Email is preferred. The notice should be received before the 15th of the month, two months before publication, and contain the following information: city and prefecture, name of institution, title of position, whether full- or part-time, qualifications, duties, salary and benefits, application materials, deadline, and contact information. A special form is not necessary. If you want to receive the most recent JIC listings via email, please send a blank message to <jobs@jalt.org>.*

Fukushima-ken—Phenix English School in Koriyama, Fukushima is looking for a part-time English teacher. **Qualifications**: native-speaker competency. **Duties**: teach English to children from 1 to 18 years of age, 15 hours/week. **Salary & Benefits**: ¥120,000 the first month, increases the following month; apartment provided. **Application Materials**: resume. **Contact**: Noda Maiko, 1-11-13 Motomachi, Koriyama, Fukushima, Japan 963-8871; t: 024-925-5844; f: 024-932-0204.

Kanagawa-ken—Language Institute of Japan is seeking a full-time English teacher starting March 2003. Position is for teachers who enjoy working with a variety of students in an array of programs, want to participate in a school on the institutional level, like being part of a team, are highly organized with short/long-term time management skills, keen to be active in professional development, and are flexible. **Duties**: Responsibilities include 82+ contact hours/month and other various administrative duties; write curriculum, develop materials for, and teach EFL to community course students of all levels from young children to adults; also teach concurrent residential immersion programs for high school students (large groups) and business professionals (small groups); prepare and conduct classes during a one-week summer workshop for teachers of English; and plan and participate in extracurricular activities. **Qualifications**: University degree (MA preferred) and two years teaching both adults and children required. Demonstrated interest in teaching children is important because half of the regular teaching hours are dedicated to children's classes. Excellent writing skills are also necessary. Because of the demanding nature of the position, teachers for whom either learning Japanese or engaging in cultural pursuits is a main priority are discouraged from applying. **Salary & Benefits**: ¥350,000/month. Sponsorship is available. Seven weeks paid vacation at set times, completion bonus, paid orientation (at half salary). Renewable contract. **Application Materials**: Apply by mail with a resume, diploma(s), an essay (one page maximum titled "Why I Want to Live and Work in Japan"), and three letters of reference. Referees should have firsthand knowledge of applicant's teaching. In your cover letter please indicate where you saw this ad. **Contact**: Search Committee, LIOJ (Language Institute of Japan), Asia Center Odawara, Shiroyama 4-14-1, Odawara, Kanagawa, Japan 250-0045. Fax or email and incomplete application packages will not be considered. Applications will be accepted and reviewed until a suitable candidate is found. Only candidates selected for interviews will be contacted. Visit our homepage at <www.geocities.com/lioj.geo>.

Niigata-ken—The International University of Japan, a fully English-medium graduate institution, is looking for temporary English language instructors to teach in its Intensive English Program in 2003. The program dates have yet to be finalized, but the nine-week program will run from mid-July to mid-September. **Qualifications**: MA or equivalent in TESL/TEFL or related field. Experience with EAP, intermediate students, and intensive programs highly desirable. Experience with programs in international relations, international management, or cross-cultural communication helpful. Familiarity with Windows is required. **Duties**: teach intermediate-level graduate students up to 16 hrs/wk; assist in testing & materials preparation; attend meetings; write short student reports; participate in extra-curricular activities. **Salary & Benefits**: ¥850,000 gross. Free apartment-style accommodation provided on or near the campus. Transportation costs refunded soon after arrival. No health insurance provided. **Application Materials**: Resume and cover letter. **Deadline**: March 1, 2003. **Contact**: International University of Japan, Yamato-machi, Minami Uonuma-gun, Niigata-ken, Japan 949-7277.

Okinawa-ken—The Meio University English Program is accepting applications for an instructor position (pending), specializing in preparing students to become junior high and high school English teachers, to begin April 1, 2003. **Qualifications**: native English speaker or nonnative fluent in English. Japanese ability is a plus. Should have a Master's or Doctoral degree related to TESOL and publications related to English language teaching. **Duties**: teach senior thesis, *saiyou shiken* preparation, *kyouiku jisshu*, STEP and TOEFL preparation, and freshman English; participate in curriculum development, research, and administration duties (including faculty committees). **Salary & Benefits**: Ministry of Education wage scale, commensurate with qualifications and experience. Contract is for three years, after which, if performance is satisfactory, applicant will receive tenure. **Application Materials**: English and Japanese CV (recent photo on Japanese CV), copy of graduate degree(s), copy of graduate transcript(s), visa status, two letters of recommendation, list of publications, copies of three major publications, and statement of purpose. **Deadline**: December 31, 2002. **Contact**: Timothy Guile, Meio University, Department of International Cultural Studies, 1220-1 Biimata, Nago, Okinawa, Japan 905-0005; <tguile@vision1mm.com>.

Okinawa-ken—The Meio University English Program is accepting applications for an instructor position (pending), able to teach a variety of English courses, including courses preparing students to become interpreters/translators, to begin April 1, 2003. **Qualifications**: native English speaker or nonnative fluent in English. Japanese ability is a plus. Should have a Master's or Doctoral degree related to TESOL and publications related to English language teaching. Should display the ability (via education and/or experience) to teach interpreting/translation. **Duties**: teach senior thesis, interpreting/translation courses, and courses to raise students' English ability. Participate in curriculum development, research, and administration duties (including faculty committees). **Salary & Benefits**: Ministry of Education wage scale, commensurate with qualifications and experience. Contract is for three years, after which, if performance is satisfactory, applicant will receive tenure. **Application Materials**: English and Japanese CV (recent photo on Japanese CV), copy of graduate degree(s), copy of graduate transcript(s), visa status, two letters of recommendation, list of publications, copies of three major publications, and statement of purpose. **Deadline**: December 31, 2002. **Contact**: Timothy Guile, Meio University, Department of International Cultural Studies, 1220-1 Biimata, Nago, Okinawa, Japan 905-0005; <tguile@vision1mm.com>.

Tokyo-to—The English Department at Aoyama Gakuin University is seeking part-time teachers to teach conversation and writing courses at their Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line, and classes are on Tuesdays, Thursdays, and Fridays. **Qualifications**: resident of Japan with an MA in TEFL/TESOL, English literature, applied linguistics, or communications; three years university teaching experience or one year university English teaching experience with a PhD; teaching small group discussion, journal writing, and book reports; collaboration with others in curriculum revision project; publications; experience with presentations; familiarity with email. **Salary & Benefits**: comparable to other universities in the Tokyo area. **Application Materials**: apply in writing, with a self-addressed envelope, for an application form and information about the program. **Deadline**: ongoing. **Contact**: PART-TIMERS, English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo, Japan 150-8366.

Fukushima-ken—Sakura no Seibo Junior College, a Christian Junior College located in Fukushima City, is seeking a full-time English instructor to teach reading, writing, listening, and conversation courses in the English Department from April 1, 2003. **Qualifications**: native English speaker with MA in ESL, applied linguistics, communication, or related fields; Japanese language ability; Japanese university or high school teaching experience. **Application Materials**: resume (with photo), references (two), copies of diplomas/certificates, list of publications, brief statement of teaching philosophy. **Salary & Benefits**: annual contract renewable up to three years; salary and working conditions as determined by Sakura no Seibo Junior College rules and regulations. **Deadline**: Materials to arrive by post by December 20, 2002. **Contact**: Head, English Department, Sakura no Seibo Junior College, Hanazono-cho 3-6, Fukushima-shi, Fukushima-ken, Japan 960-8585.

Web Corner

You can receive the updated JIC job listings on the 30th of each month by email at <jobs@jalt.org>, and view them online on JALT's homepage (address below). Here are a variety of sites with information relevant to teaching in Japan:

1. EFL, ESL and Other Teaching Jobs in Japan at <www.jobsinjapan.com>
2. Information for those seeking university positions (not a job list) at <www.debito.org/univquestions.html>
3. ELT News at <www.eltnews.com/jobsinjapan.shtml>
4. JALT Jobs and Career Enhancement links at < www.jalt-publications.org/tlt/jobs/>
5. Teaching English in Japan: A Guide to Getting a Job at <www.wizweb.com/~susan/japan/>
6. ESL Cafe's Job Center at <www.pacificnet.net/~sperling/jobcenter.html>
7. Ohayo Sensei at <www.ohayosensei.com/>
8. NACSIS (National Center for Science Information Systems' Japanese site) career information at <jrecin.jst.go.jp/>
9. The Digital Education Information Network Job Centre at <www.edufind.com/index.cfm>
10. EFL in Asia at <www.geocities.com/Tokyo/Flats/7947/eflasia.htm>
11. Jobs in Japan at <www.englishresource.com/index.html>
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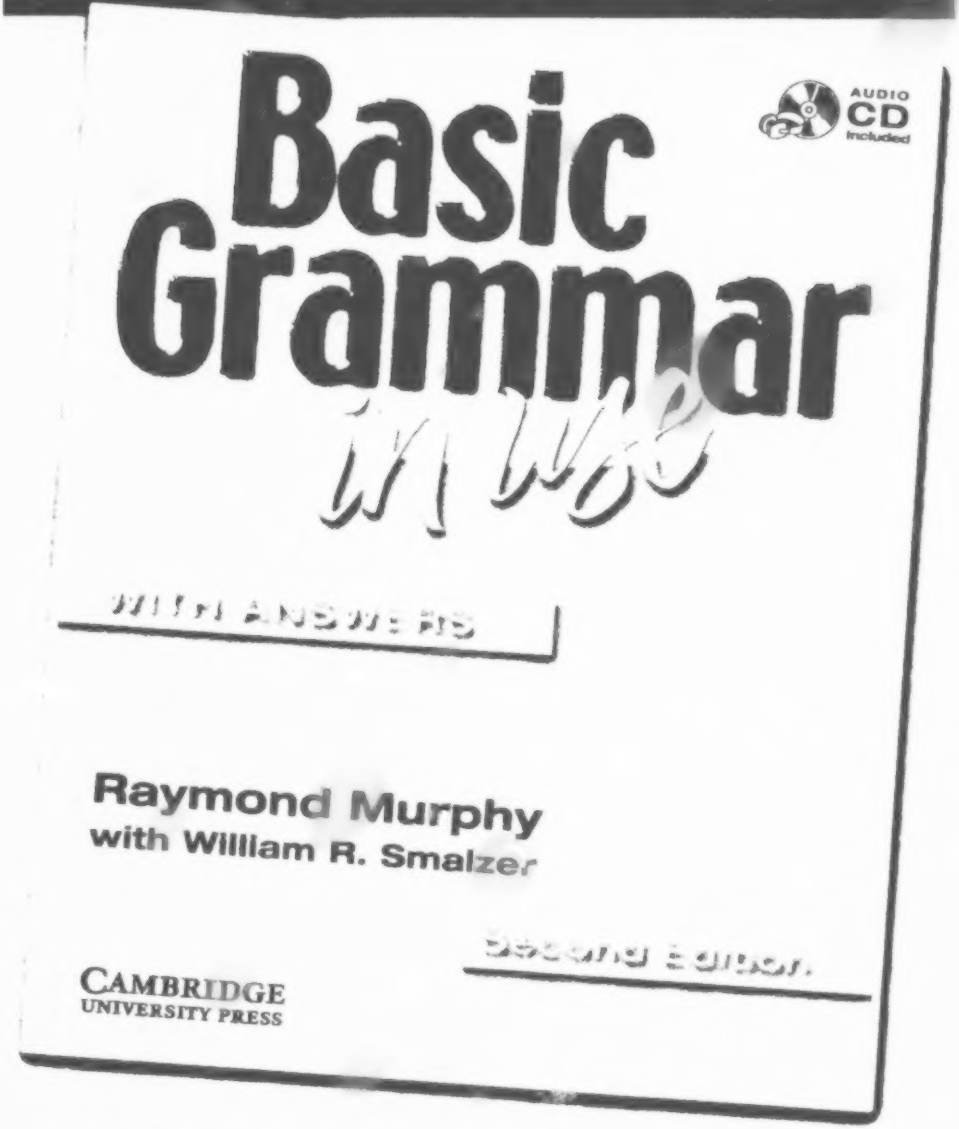
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Bulletin Board

edited by joseph sheehan

Contributors to the Bulletin Board are requested by the column editor to submit announcements of up to 150 words written in paragraph format and not in abbreviated or outline form. Submissions should be made by the 20th of the month. To repeat an announcement, please contact the editor. For information about upcoming conferences and calls for papers, see the Conference Calendar column.

Universal Chapter and SIG web access—As a result of recent developments within the JALT website, all JALT chapters and SIGs now have a basic information page available that is linked to the main JALT website. Upcoming meeting information and officer contact details for all chapters and SIGs are viewable at <jalt.org/groups/your-chapter-name>, where your-chapter-name is the name of the chapter or SIG you wish to access. For example, information for the West Tokyo chapter is <jalt.org/groups/westtokyo>, and the CUE SIG is <jalt.org/groups/CUE>. Please note that in some cases chapters or SIGs may not have provided up-to-date information for our databases; this will be reflected on the webpage. We hope JALT members will find this service useful. Queries can be directed to the JALT (English) web editor, Malcolm Swanson <editor-e@jalt.org>.

Staff Recruitment—*The Language Teacher* needs English language proofreaders immediately. Qualified applicants will be JALT members with language teaching experience, Japanese residency, a fax, email, and a computer that can process Macintosh files. The position will require several hours of concentrated work every month, listserv subscription, and occasional online and face-to-face meetings. If more qualified candidates apply than we can accept, we will consider them in order as further vacancies appear. The supervised apprentice program of *The Language Teacher* trains proofreaders in *TLT* style, format, and operations. Apprentices begin by shadowing experienced proofreaders, rotating from section to section of the magazine until they become familiar with *TLT*'s operations as a whole. They then assume proofreading tasks themselves. Consequently, when annual or occasional staff vacancies arise, the best qualified candidates tend to come from current staff, and the result is often a succession of vacancies filled and created in turn. As a rule, *TLT* recruits publicly for proofreaders and translators only, giving senior proofreaders and translators first priority as other staff positions become vacant. Please submit your curriculum vitae and cover letter to the Publications Board Chair <pubchair@jalt.org>.

Publications Available from JALT

The Language Teacher on CD ROM

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For more information, please contact

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TEL. 03-3837-1630; FAX: -3831
Email: jalt@gol.com

Visit the JALT site at www.jalt.org

Submissions

The editors welcome submissions of materials concerned with all aspects of language education, particularly with relevance to Japan. Materials in English should be sent in Rich Text Format by either email or post. Postal submissions must include a clearly labeled diskette and one printed copy. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくＡ４版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず１文字空け、１行２７字、横書きでお願いいたします。１頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English Features. Well written, well-documented and researched articles, up to 3,000 words. Analysis and data can be quantitative or qualitative (or both). Pages should be numbered, paragraphs separated by double carriage returns (*not* tabbed), word count noted, and subheadings (**boldfaced** or *italic*) used throughout for the convenience of readers. The author's name, affiliation, and contact details should appear on the top of the first page. The article's title and an abstract of up to 150 words must be translated into Japanese and submitted separately. A 100-word biographical background and any tables or drawings should also be sent in separate files. Send electronic materials in an email attachment to Robert Long. Hard copies also accepted.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to the editor.

原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Interviews. If you are interested in interviewing a well-known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Readers' Forum. Essays on topics related to language teaching and learning in Japan, up to 2,500 words. While not focused on primary research data, a Readers' Forum article should nevertheless display a wide reading and depth of understanding of its topic. Japanese title and abstract also required (see above). Send electronic submissions to Scott Gardner.

リーダーズ・フォーラム：日本での言語教育、及び言語学習に関する6,000字以内のエッセイです。調査データに焦点を当てていなくても、リーダーズ・フォーラムの記事は、読者に、話題に関して深い理解を与える記事を募集いたします。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the My Share editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に Book Review 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

ＪＡＬＴによる催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にJALT News編集者必着です。

Special Interest Group News. JALT-recognised Special Interest Groups may submit a monthly report to the Special Interest Group News editor. Deadline: 15th of the month, 2 months prior to publication.

JALT公認の Special Interest Group で、毎月のお知らせを掲載したい方は、ＳＩＧＳ編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にSIGS編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から４枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Reports 編集者必着です。日本語の報告はChapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の紹介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日にChapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. Email or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 20th of the month, 2 months prior to publication.

ＪＡＬＴ以外の団体による催し物などのお知らせ、ＪＡＬＴ、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。ＪＡＬＴ以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及びJALTは、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の20日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

求人欄です。掲載したい方は、Job Information Center/Positions 編集者にAnnouncement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。なお、求職広告不掲載がJALT Executive Board の方針です。

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JALT

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For information on advertising in *TLT*, please contact the JALT Central Office: tlt_adv@jalt.org

Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 3,500. There are currently 39 JALT chapters and 1 affiliate chapter throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The JALT **International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **Special Interest Groups**, SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kumamoto, Kyoto, Matsuyama, Miyazaki, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Gifu (affiliate).

SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Material Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (affiliate); Foreign Language Literacy (affiliate); Gender Awareness in Language Education (affiliate); Pragmatics (affiliate); Applied Linguistics (forming); Crossing Cultures (forming); Eikaiwa (pending approval); Pronunciation (pending approval). JALT members can join as many SIGs as they wish for a fee of ¥1,500 per SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — **Regular Membership** (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥6,000) are available to full-time students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form *(yubin furikae)* found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて3,500名以上の会員を擁しています。現在日本全国に40の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育・語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会、SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に３９の支部と１つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、北九州、神戸、熊本、京都、松山、宮崎、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、岐阜［準支部］）

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロプメント、教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価、ビデオ利用語学学習、他言語教育（準分野別研究部会）、外国語リテラシー（準分野別研究部会）、ジェンダーと語学教育（準分野別研究部会）、語用論（準分野別研究部会）、応用言語学（結成段階）、比較文化（結成段階）、英会話（未承認）、発音（未承認）

JALTの会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、８月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

会員及び会費：個人会員（¥10,000）：最寄りの支部の会費も含まれています。学生会員（¥6,000）：学生証を持つ全日制の学生（大学院生を含む）が対象です。共同会員（¥17,000）：住居を共にする個人2名が対象です。但し、JALT出版物は1部だけ送付されます。団体会員（1名¥6,500）：勤務先が同一の個人が５名以上集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Language Teacher* のとじ込みの郵便振り替え用紙をご利用いただくか、国際郵便為替（不足金がないようにしてください）、小切手、為替を円立て（日本の銀行を利用してください）、ドル立て（アメリカの銀行を利用してください）、あるいはポンド立て（イギリスの銀行を利用してください）で、本部宛にお送りください。また、例会での申し込みも随時受け付けています。

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14 REASONS WHY YOU SHOULD JOIN THE JAPAN ASSOCIATION FOR LANGUAGE TEACHING

1 Leading authorities in language teaching regularly visit us: H. Douglas Brown, David Nunan, Jack Richards, J.D. Brown, Mario Rinvolucri, Alan Maley, Kensaku Yoshida...(If you don't know who they are, come to JALT to find out.)

2 Insights on the job market, introductions... JALT plugs you into a network of over 3000 language teacher professionals across Japan.

3 Eighteen special interest groups and their newsletters: Bilingualism, Global Issues, College and University Educators, CALL, JSL, Teaching Children, Materials Writers, Teacher Education, Testing, Gender Awareness, Pragmatics, Other Language Educators, Junior and Senior High School, Learner Development, Pragmatics, Applied Linguistics, and more.

4 JALT is a place to call your professional home. And with 40 Chapters across Japan, JALT is not far from your other home.

5 Monthly Chapter programs and regular regional conferences provide both valuable workshops and the chance to share ideas and hone your presentation skills.

6 Professional organizations look great on a résumé. Volunteer for a Chapter position, work on a conference, or edit for the publications. You gain organizational and management skills in the process.

7 JALT maintains links with other important language teaching organizations, such as TESOL, IATEFL, AILA, and BAAL. We have also forged partnerships with our counterparts in Korea, Russia, Taiwan, and Thailand.

8 Research ready for publication? Submit it to the internationally indexed *JALT Journal*, the world's fourth largest language teaching research journal.

9 Looking for a regular source of teaching tips? Check out our celebrated magazine *The Language Teacher*—and to the many fine publications produced by our SIGs.

10 JALT produces Asia's largest language teaching conference, with scores of publishers displaying the latest materials, hundreds of presentations by leading educators, and thousands of attendees.

11 JALT nurtures a strong contingent of domestic speakers: Marc Helgesen, Kenji Kitao, Chris Gallagher, Ritsuko Nakamura, David Paul, Andrew Barfield, Tim Murphey, David Martin, and many others.

12 Conducting a research project? Apply for one of JALT's research grants. JALT offers partial funding for one or two projects annually.

13 Free admission to monthly Chapter meetings, discounted conference fees, subscriptions to *The Language Teacher* and *JALT Journal*, discounted subscriptions to *ELT Journal*, *EL Gazette*, and other journals. All this for just ¥10,000 per year for individual membership, ¥8500 for joint (two people), or ¥6500 if you hustle and get up a group of four to join with you.

14 Easy access to more information, application procedures, and the contact number of the Chapter nearest you.

Visit the JALT web site at <www.jalt.org>, where you can learn more about JALT, its publications, conferences and other services. More importantly, learn how to link up with some of the most dynamic professionals in all of Japan.

JALT
JapanTESOL
全国語学教育学会

Ride the waves to JALT 2002 in Shizuoka
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